

**TEAMS-GAMES-TOURNAMENT (TGT) TO TEACH VOCABULARY
OF ENGLISH FOR SPECIFIC PURPOSE
IN INCREASING STUDENTS' SELF-ESTEEM**

Sunarti

sun377@umkt.ac.id

Faculty of Education, Universitas Muhammadiyah Kalimantan Timur, Indonesia
Jalan Ir. H. Juanda 15 Samarinda, Indonesia

Rani Herning Puspita

rhp546@umkt.ac.id

Faculty of Education, Universitas Muhammadiyah Kalimantan Timur, Indonesia
Jalan Ir. H. Juanda 15 Samarinda, Indonesia

Abdul Halim

ah918@umkt.ac.id

Faculty of Education, Universitas Muhammadiyah Kalimantan Timur, Indonesia
Jalan Ir. H. Juanda 15 Samarinda, Indonesia

Article History:

Received:
January 23, 2019

Revised:
April 4, 2019

Accepted:
July 12, 2019

Corresponding Author:
ah918@umkt.ac.id

Abstract: The objective of this study was to investigate the implementation of playing game on students' mastery on vocabulary of ESP viewed from self-esteem in producing words. The investigation were: (1) to know whether Teams-Games-Tournament (TGT) was more effective than Grammar Translation Method (GTM) to teach vocabulary of ESP; (2) to know whether the students whose self-esteem was high had better vocabulary of ESP mastery than those who had low self-esteem; and (3) to prove whether there was an interaction between teaching methods and self-esteem to teach vocabulary of ESP. The research design used for the research was a simple factorial design 2 x 2. Simple Random sampling was used to select 48 students of two classes. Meanwhile, in determining the sample into the experimental and control class, the researcher chose the class randomly. The data were analyzed by using multifactor analysis of ANOVA 2x2 and Tuckey test. The findings of this research revealed: (1) TGT was more effective than GTM in teaching vocabulary of ESP. (2) The students who were taught by

TGT had higher vocabulary mastery than those who were taught by GTM. (3) The students having high self-esteem had better ESP vocabulary than those of students with low self-esteem. It is concluded that: 1) Teams-Games-Tournament is more effective than GTM in teaching vocabulary of ESP; 2) The students having high self-esteem have better vocabulary of ESP mastery than those having low self-esteem; 3) There was interaction between teaching methods and students' self-esteem.

Keywords – TGT, GTM, Vocabulary of ESP

INTRODUCTION

Learning a language without learning or acquiring its vocabulary does not make any sense. We use the vocabulary in communication either in spoken form or written form. Because when we communicate with other people, we try to send messages, share information, and ideas by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or the second language. The more vocabulary students know, the better they are able to communicate. A large vocabulary opens students up to a wider range of reading materials. A rich vocabulary also improves students' ability to communicate through speaking, listening, and writing.

Words are the tools we use to access the knowledge, express ideas, and learn about new concepts. Students' word knowledge is linked strongly to academic success. Students are expected to be able to access their background, express ideas and learn new concepts with appropriate words selection. In this case, the students must be able to define a word, recognize when to use that word, understand its multiple meanings, decode word parts, and pronounce or spell that word. According to McKeown (1993: 12) they are three main sources of information related words: dictionaries, word parts, and context. These three are important, but each is also problematic: (1) Dictionaries: Although dictionary use is a main feature of most vocabulary instruction, many students do not receive the kind of instruction they need to learn how to use a dictionary effectively. Traditional instruction in dictionary use focuses on having students look up words and use information from the definitions they find to write sentences. This kind of instruction appears to produce only a superficial understanding and rapid forgetting of a word; (2) Word parts: Students' ability to use word parts; prefixes, suffixes, and roots to interpret new words can contribute greatly to their vocabulary growth. Nevertheless, word parts are not a completely reliable source of information about word meanings; (3) Context: Students can acquire a great deal

of vocabulary knowledge as they pick up the meanings of words from context as they read widely in appropriately challenging texts.

Subjects of the research were students of nursing where English learned for specific purpose. In nursing, vocabulary contains jargon and medical terms which those are presented in communication among colleagues and medical staffs.

Based on the observation at research field at the second year students, the researcher knew that students' English language vocabulary mastery was low. Most students were still afraid and assumed that English was difficult especially in mastering new vocabulary such as mastering some aspects of lexis, applying them in the context of sentence, spelling those words and pronouncing them. Some factors causing these problems included lack of vocabulary input, lack of language practice, and the strategies were previously applied did not seem to be effective and did not give much contribution in developing the student's vocabulary mastery and arising students' learning interest. They depended only on the teacher. Furthermore, it made the students feel bored and under pressure. In this condition, the class would not run effectively. So it was rather difficult for the students to understand the context of sentence, vocabulary and expression, students tend to memorize the words but fail in applying and understanding in a context of sentence. They often forgot new vocabularies easily after they get the meaning from dictionaries. Sometimes in speaking classes, students could not speak fluently because they lack of vocabularies. They said only a few sentences because they could not find the appropriate vocabularies to be used in expressing their ideas. The same problem was found in writing classes that students could not write essays easily because they were lack of vocabularies. Even though they had learned the strategies or techniques in writing essays, still they find difficulties in constructing sentences. It was evident that acquiring, not just merely learning, new sets of vocabulary requires plentiful efforts and consumes much time. Students might have tried hard, spent much time for memorizing, yet they did not get much of what they expected (Tskhvitarava, 2016). One of the reasons why this happened was that they applied ineffective strategies of vocabulary learning.

Consequently, the lack of vocabulary mastery had become obstacles for the students during English class. As a result, it affected to the teaching and learning process. Most of the students tend to be lazy when they were going to have the vocabulary class. The students tend to have low interest in learning vocabulary because of some factors. They are: (1) the class was mainly dominated by the teacher; (2) the students did not have opportunity to develop their vocabulary skill; and (3) the teacher's method in teaching was monotonous. The teacher liked to ask the meaning of something to the students by opening

a dictionary, sometimes she liked to translate a word or a sentence in teaching learning process. Those activities made them bored during the class. Those problems affected to their self-esteem when they were to perform their ability in English class.

Teaching English for nurses was different from teaching English for general classes. English is taught as English for specific purposes. Teachers also need to be aware of the kinds of vocabulary words, which words are worth focusing on. Therefore, we must have extra ideas to teach them, because the lesson in nursing area contains of jargon and medical term, for example: symptom, hygiene, sterile, nurse station, healthcare, diagnose, including general vocabulary. So we must teach basic vocabulary to make them understand English. Before continuing the next step the teacher must have preparation to teach English for specific purposes. The teacher's materials should provide opportunities for students to use the vocabulary meaningfully, to say, and write true things about themselves and their future profession. Students should be encouraged to add vocabulary they want to learn related to their field, too. Then, it will be much better if the experience of learning is also enjoyable.

One of the problems that creates failure in the teaching and learning of ESP is that the teacher sometimes failed setting up the right curriculum for the students. The teachers often have the tendency to teach general English rather than the ESP (Ahmed, 2014). This failure is to some degree not because the students have low ability but rather they study they study unsuitable materials. By definition, the ESP was initially defined as the approach of teaching English with specialized subjects for specific vocational aims, but later the development of ESP in language teaching have evolved not just merely as the approach to English language teaching but it has become one of the field of study that concerns about the language, discourse, registers and the culture variances (Ahmed, 2014; Whyte & Saree, 2017).

There are some uniqueness offered by typical ESP courses: (1) The course is design for specified vocational purposes; (2) The core contents are related to certain vocation or disciplines; (3) The discourse is different with general English.

A teacher needs to adjust his/her teaching materials and approach in order to teach the students successfully. This is because ESP programs are usually built from the needs of the students towards certain language in the field of work (Birch-Bécaas & Hoskins, L, 2017). Therefore, the teacher or the curriculum developer has to make sure that a study of needs analysis considering the discourse of the language, socio-linguistics, genre analysis had taken a place. In addition, regarding the discourses that are taught in the class have typical uniqueness, the teaching of ESP cannot be motonous. A less variance of teaching

method or approach would breed students' boredom which in turn would affect to students' performance. A teacher, at this perspective, should be able to select one of many teaching methods in order to make the class more lively. By doing so the students would be encouraged to get involved more actively.

For those reasons, it needs a good method in purpose to motivate students' self-esteem in improving their lack of vocabulary and how to make words memorable and develop easily. One way that many teachers believe that helps students improve their vocabulary mastery is cooperative learning. Cooperative learning provides ways for students to interact. As the students interact, they have opportunities to communicate and work in team on problems and projects that assure both positive interdependence and individual accountability. Positive interdependence here means students interact to help each other accomplish the task and promote each other success, while individual accountability means each member contributing to the group's work.

One kind of Cooperative Language Learning is Teams-Games Tournaments. Teams-Games-Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins. It uses the same teacher presentations and team work as in STAD, but replaces the quizzes with weekly tournaments, in which students play academic games with members of other teams to contribute points to their team scores. Students play the games at three-person "tournament tables" with others with similar past records in English. A "bumping" procedure keeps the games fair. The top scorer at each tournament table brings sixty points to his or her team, regardless of which table it is; this means that low achievers have equal opportunities for success. Teams-Games Tournaments asks the students to work in a team. So, the students need to have high self-esteem. Self-esteem is defined as student's sense of mastery or competence. It means that self-esteem is strongly related to the students' judgment about their competence. Self-esteem may reflect a belief about whether someone is intelligent and attractive. It would be a positive recommendation to engage students with certain student-centered methods that encourage students' self-esteem. By doing so, the language learning could be more engaging and students could be more cooperative (O'dea, 1999). This was what teams-games-tournaments could offer.

Self-esteem refers to an individual's subjective evaluation of his or her worth as a person. Importantly, self-esteem does not necessarily reflect a person's objective talents and abilities, or even how a person is evaluated by others (Orth and Robins, 2014). This subjective evaluation can be built through interaction. The interaction that

TGT had offered promises a better engagement towards students' involvement which means, the students may develop their self-esteem through TGT learning method.

There are six pillars on which health self-esteem depends. They are:

- a. Living Consciously. To live consciously is to be present to what we are doing; to seek to understand whatever bears on our interests, values, and goals; to be aware both of the world external to self and also to the world within.
- b. Self-acceptance. To be self-accepting is to own and experience, without denial or disowning, the reality of our thoughts, emotions and actions; to be respectful and compassionate toward ourselves even when we do not admire or enjoy some of our feelings or decisions; to refuse to be in an adversarial or rejecting relationship to ourselves.
- c. Self-responsibility. To be self-responsible is to recognize that we are the author of our choices and actions; that we must be the ultimate source of our own fulfillment; that no one is coming to make our life right for us, or make us happy, or give us self-esteem.
- d. Self-assertiveness. To be self-assertive is to honor our wants and needs and look for their appropriate forms of expression in reality; to live our values in the world; to be willing to be who we are and allow others to see it; to stand up for our convictions, values, and feelings.
- e. Living Purposefully. To live purposefully is to take responsibility for identifying our goals; to perform the actions that allow us to achieve them; to keep on track and moving toward their fulfillment.
- f. Personal integrity. To live with integrity is to have principles of behavior to which we remain loyal in action; to keep our promises and honor our commitments; to walk our talk a person with high self-esteem more often feels positive feeling such as confidence, worthiness, pleasure and effectiveness. A person with low self-esteem is more apt to feel pain, doubt, shame, and sadness.

Meanwhile, Grammar Translation Method is a method of teaching language that allows using native language in learning target language or the language that is used in class is mostly the students' native language and the teacher is the authority in the classroom. There is no or less interaction among students and between teacher and students. The activity in this method is more memorizing vocabulary of the target language and grammar is taught deductively. Therefore, it was imperative to see if TGT is more effective than GTM.

METHOD

Experimental study is defined as a type of research to know the possibility of cause and effect relationship by giving treatment on experimental class and seeing its difference with control class. The design of this research was simple Factorial Design. In this research, there were two groups, experimental group and control group, the experimental group was taught by using TGT method while control group was taught by using Grammar Translation Method. Both groups were given a questionnaire to classify them into students with high self-esteem and the ones with low self-esteem.

In this case, a group of students taught by Teams-Games Tournaments was used as experimental group and a group of students taught by Grammar Translation Method was used as control group. Based on the explanation above, it was quasi-experimental research because random assignment was not applied and it was impossible for the researcher to change the existing class arrangement for her experiment. Then, it was a simple factorial design because this research consisted of two independent variables, Teams-Games Tournaments and Grammar Translation Method, one attribute variable, self-esteem (high and low); and one dependent variable, vocabulary mastery of English for specific purposes.

The researcher took two classes as sample. While, in determining the experimental group and control group, the researcher selected the class randomly. In this case, 24 students were taken from class A and 24 students were taken from class B. The researcher used class A as an experimental class and class B as control class. After getting the experimental group and control group, and each group have been divided into two levels used median score, students who have high and low self-esteem, the researcher gave both groups different treatment, experimental group was taught by using TGT method and control group was taught by using Grammar Translation Method. There were twelve students who have high self-esteem and twelve students who have low self-esteem in each class.

This research uses three variables; two independent variables and one dependent variable, as follows: (1) Independent Variable 1 (X_1): Independent variables 1 (X_1) in this research are the TGT method and Grammar Translation Method; (2) Independent Variable 2 (X_2): Independent Variable 2 (X_2) in this research is students' learning interest; and (3) Dependent Variable (Y): Students' achievement in vocabulary mastery.

The techniques used to collect the data were questionnaires and vocabulary test. The data were analyzed by using multifactor analysis of ANOVA 2x2 and Tukey test. This research used two independent variables: TGT and Grammar Translation Method, and

attributive variable: students' self-esteem in learning English. The research design is as follows:

Table 1. Research Design

Methods Self-Esteem	TGT (A ₁)	Grammar Translation Method (A ₂)
High (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂
Mean Score	A ₁	A ₂

A is the methods of teaching used in this research. A is divided into A₁ and A₂. A₁ is the TGT method and A₂ is GTM . Then B is the attributive (moderate) variable. In this research, B is self-esteem. B₁ represents students having high self-esteem while B₂ represents students having low self-esteem. Next, A₁B₁, A₁B₂, A₂B₁, A₂B₂ are used to designate an observation or measurement of the variables.

In this research, the techniques used in analyzing the data were descriptive statistic and inferential analysis. The descriptive analysis was used to find the mean, median, mode, and standard deviation of student's scores in vocabulary mastery. Meanwhile, the inferential analysis was used to test the hypotheses. In this research, the researcher applied 2 x 2 ANOVA and Tukey Test. The researcher used 2 x 2 ANOVA to find out whether the difference between experimental and control group was significant. Before conducting 2 x 2 ANOVA, as a requirement, the data had to be tested using normality and homogeneity tests.

Table 2. The Points on 2 x 2 ANOVA

Main Effect Simple Effect	TGT	GTM	
High Self-esteem	Group 1 X X	Group 3 X X	X _{r1} X _{r1}
Low Self-esteem	Group 2 X X	Group 4 X X	X _{r2} X _{r2}
Total			X X
	X _{c1} X _{c1}	X _{c2} X _{c2}	

FINDINGS AND DISCUSSIONS

Findings

Hypothesis can be done after the data are normal and homogeneous through normality and homogeneity test. Furthermore, the data analysis must be conducted systematically in order that the result of the analysis is scientifically accepted. This analysis is meant to answer the problem as follows: (1) which one is more effective, Teaching vocabulary using TGT method or using GTM to the second grade students of nursing department?; (2) who have better vocabulary mastery, students with high self-esteem or those having low self-esteem?; (3) Is there any interaction between methods and self-esteem?

The calculation of hypothesis test which is conducted by using Multifactor Analysis of Variance (ANOVA) 2 X 2 done after the result of normality and homogeneity test were calculated and fulfilled. In ANOVA, H_0 is rejected if F_o is higher than F_t ($F_o > F_t$) which also means that there is a significant difference. Furthermore, the researcher used Tukey test. Tukey test is a statistical test generally used in conjunction with an ANOVA. This test is conducted to know the difference between the cells. The 2 X 2 ANOVA test can be seen as follows:

Table 3. Summary of a 2 X 2 Multifactor Analysis of Variance

Source of Variance	SS	d f	MS	F_o	F_t (.05)
Between Columns (Methods)	261.33	1	261.33	4.225	4.00
Between Rows (self-esteem)	10325.33	1	10325.3	166.946	
Columns by rows (interaction)	430.67	1	430.67	6.963	
Between Groups	11017.33	3	3672.44		
Within Groups	2721.33	4	61.848		
Total		4 7			

Table 4. Mean of Scores

	A ₁	A ₂	
B ₁	87	83	85
B ₂	58.33	53.33	55.67
	72.67	68.17	

From the computation result of ANOVA test, it can be concluded that:

1. The score of F_o between columns (methods) is 4.225 and the score of F_t at the level of significance $\alpha = 0.05$ is 4.00. Because $F_o > F_t$ or F_o (4.225) is higher than F_t (4.00), the difference between columns is significant. It can be concluded that the methods for teaching vocabulary differ significantly. Because the mean score of the students who are taught using TGT Method (72.67) is higher than that of those who are taught using GTM (68.17), teaching vocabulary of ESP using TGT is more effective than GTM.
2. The score of F_o between rows (self-esteem) is 166.946, while the score of F_t at the level of significance $\alpha = 0.05$ is 4.00. Because $F_o > F_t$ (0.05) or F_o (166.946) is higher than F_t (4.00), the difference between rows is significant. Thus, it can be concluded that there is a significant difference on the student's vocabulary mastery between those who have high self-esteem and those who have low self-esteem. Based on the calculation of the mean scores, the mean score of the students who have high self-esteem (85.00) is higher than that of those who have low self-esteem (55.667). Thus, it can be concluded that the students who have high self-esteem have better vocabulary mastery than those who have low self-esteem.
3. The score of F_o columns by rows (interaction) is 6.963, and the score of F_t at the level of significance $\alpha = 0.05$ is 4.00. Because $F_o > F_t$ (0.05) or F_o (6.963) is higher than F_t (4.00), there is an interaction between the two variables, teaching methods and student's self-esteem in teaching vocabulary. In other words, it can be said that the effect of teaching methods on the student's vocabulary mastery depends on the student's degree of self-esteem.

Furthermore, to test the significant level of mean difference, Tukey's test is used. The following is the result of analysis of the data using Tukey's test:

Table 5. The Result of Tukey's Test

No	Data	Sample	q_o	q_t	α	Significance
1.	A ₁ and A ₂	48	3.9643	2.83	0.05	Significant
2.	B ₁ and B ₂	48	25.8387	2.83	0.05	Significant
3.	A ₁ B ₁ and A ₂ B ₁	24	2.9417	2.92	0.05	Significant
4.	A ₁ B ₂ and A ₂ B ₂	24	3.1165	2.92	0.05	Significant

Based on the table above, it can be known that:

- The score of q_o between columns is 3.9643 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.83. Because $q_o > q_t$ or $q_o(3.96) > q_t(.05)$ (2.83), it can be concluded that there is significant difference on the student's vocabulary mastery between those who are taught using TGT and those who are taught using GTM.

Meanwhile, based on the calculation result, the mean of the students who are taught using TGT (72.667) is higher than that of those who are taught using GTM is (68.167). It can be concluded that TGT is more effective than GTM.

Based on this result, q_o is higher than q_t ($q_o > q_t$) and the result of ANOVA F_o is higher than F_t ($F_o > F_t$), H_o is rejected and H_1 which states that TGT is more effective than GTM is accepted.

- The score of q_o between rows is 25.8387 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.83. Because $q_o > q_t$ or $q_o(25.8387) > q_t(.05)$ (2.83), it can be concluded that there is a significant difference on the student's vocabulary mastery between those who have high self-esteem than those who have low self-esteem. Based on the calculation of the mean scores, the mean scores of the students who have high self-esteem is (85.00) is higher than that of those who have low self-esteem is (55.67). Thus, it can be concluded that the students who have high self-esteem have better vocabulary mastery than those who have low self-esteem.

Based on this result, q_o is higher than q_t ($q_o > q_t$) and the result of ANOVA F_o is higher than F_t ($F_o > F_t$), H_o is rejected and H_1 which states that the students who have high self-esteem have better achievement than the students who have low self-esteem is accepted.

- The score of q_o between cells A_1B_1 and A_2B_1 is 2.9417 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.92. Because $q_o > q_t$ or $q_o(2.4917) > q_t(.05)$ (2.92), it can be concluded that using TGT differs significantly from GTM to teach vocabulary to the students who have high self-esteem. Moreover, Based on the calculation of the mean scores, the mean score of A_1B_1 is (87) is higher than the mean scores of A_2B_1 is (83) so that it can be concluded that TGT is more effective than GTM for teaching vocabulary to the students having high self-esteem.

The score of q_o between cells A_1B_2 and A_2B_2 is 3.1165 and the score of q_t of Tukey's table at the level of significance $\alpha = 0.05$ is 2.92. Because $q_o > q_t$ or $q_o(3.1165) > q_t(.05)$ (2.92), it can be concluded that using TGT more effective to teach vocabulary for the students who have high self-esteem. It can be seen from the mean score of A_1B_2 is (58.33), while the mean score of A_2B_2 is (53.33).

Based on this result, q_o is higher than q_t ($q_o > q_t$) and the result of ANOVA F_o is higher than F_t ($F_o > F_t$), H_o is rejected and H_a which states that the interaction is accepted.

Discussion

TGT vs. GTM

According to Slavin in Veloo (1995), TGT is one of cooperative learning that places the students in teams which consist of five until six people having different ability, gender, etc which are involved in group work. Furthermore, it is said TGT is a kind of learning approach that combined learning group and team tournament in order to enhance students' understanding to the concept and communication. In TGT, the students can motivate other students in a team and help the students who are low in understanding the lesson (Salam et al, 2015). Teams-Games Tournament emphasizes that students must be active in teaching and learning process. Not only do the students learn and receive whatever the teacher teaches, but they also learn from other students. Students learn in small team activities formed by teacher, where each team has the same aim to tackle the problem given by the teacher. When they are in teams, they cooperate and share the knowledge so they can contribute the best score for their teams. In other words, the students are demanded to be more active in joining the learning process. At least three of the features of TGT should take a place (Ke Fengfeng & Grabowski, 2007), they are: (1) students are grouped in three whose ability are common average. These students within their team would interact and dynamically encourage the team members to actively get involved in the activities. (2) the students are involved in the skill exercises every week in the tournaments, (3) individual students represents their team in every class activity and they compete against other students from opposing teams. The winnings are calculated for their teams until the winner is announced.

On the other hand, Grammar Translation Method (GTM) is a classical method, focusing on grammatical rules, memorization of vocabulary, translation of text and doing exercises. Furthermore, GTM is less effective to improve students' vocabulary mastery since it is less motivating for the students get involved in the teaching and learning process. GTM fosters passive learning with very low students' involvement. Students just become the followers and rely heavily on the teacher during the teaching and learning process. They tend to focus on the translation of word based on dictionary usage, and consider less about its application in real life. Theoretically, this was because GTM was the basic method that rely on the study towards grammatical rules, and less use of the target

language was the feature of GTM (Khan, et.al., 2015), students are taught in their L1. The students learn vocabulary with their meaning in the form of list of selected words.

Structure of tenses is taught by putting words together and instruction about forms and inflection of words are given. In this method teacher translate each word and phrase in the text into L1 of the learner. The translation of several sentences is required by the students. A contrastive study of target and source language gives great understanding of structure of both languages. On one perspective GTM was viewed as one of the most effective method in its moment as it represents the possible similarities and differences that led to understanding of the target language. Thus, the learner would learn the target language easily (Aqel, 2013). However, this had the students work very hard since they need to memorize the rules of the target language and translate their ideas from L1 to L2 rather than apply their L2 knowledge into real life application. Thus, it can be concluded that Teams-Games-Tournament offer greater benefits than Grammar Translation Method to teach vocabulary of ESP.

The vocabulary achievement: High vs. Low self-esteem

The students whose self-esteem is high have better vocabulary achievement than those who have low self-esteem. Students who have high learning interest are indicated always active, creative, curious, having good participation in the teaching and learning process. They have their own spirit and motivation to study for getting their best competency and skill, therefore, because of their curiosity, they like to have a challenging activity in learning vocabulary. If students are interested in an activity, the experiences will be far more enjoyable. Students' interest toward learning English is very important. Their learning interest influences their achievement in learning English. The students having low learning interest are indicated, such as: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. The teacher identified that the students with low learning interest were reluctant to actively participate in the teaching and learning process during the class session. They were hesitant to get involved in the class discussion. They did not have enough intention in learning vocabulary.

Thus, self-esteem involves feelings of self-acceptance and self-respect, in contrast to the excessive self-regard and self-aggrandizement that characterizes narcissistic individuals (Ackerman et al., 2011). Thus, it can be concluded that the students having high self-esteem have better vocabulary achievement than those having low self-esteem.

Self-esteem and teaching method

TGT method is more effective than GTM to teach vocabulary for the students having high self-esteem. The method emphasizes on mastering the material through students-centered in the form of small group learning. When TGT method is applied in the vocabulary class, the students are much more interested in the learning process and they have bravery to perform their English ability. They feel that the learning method used is a media to explore their interest toward English learning. They are more likely to speak openly in their teams.

Students with high self-esteem have some characteristics: cooperative, self-confident, responsible, leadership, and positive thinking. Students-centered learning should be owned by the students with high self-esteem. They are challenged to do the best thing in group learning, not only for their personal goal but also their team achievement. Additionally, students believe that group learning improves their relationships with other students. Student can share what they have had and get something new from their group environment. The students with high self-esteem are more active in teaching and learning process, they have bravery to consult their learning problem to their teacher. They are also brave to answer teacher's question whenever they are asked or not, they also have strong intention in learning activity, therefore, it makes them understand the lesson easily. Elliot et al. (2000: 794) state that self-esteem occurs when a student's needs, capacities, and skills are good match for the demands offered by particular activity. The application of TGT method in the vocabulary class can arouse the students' self-esteem. Each student interacts with the teammates and they feel responsible to themselves or the other especially in helping their group member in facing material given. When the students' self-esteem is high, it is expected that they can improve their competence and achievement optimally. Therefore, TGT method is effective to teach vocabulary for students who have high self-esteem.

The students who have low learning interest have some characteristics, such as: individualistic, unconfident, irresponsible, lack of leadership, and subjective thinking. They tend to regard that the easier way in mastering a set of English words and their roles are by translating them into their mother tongue. The students tend to focus on the meaning of each word and memorize them personally rather than its application in real life. The students' involvement in the learning process depends on their willingness to understand the subject of the lesson and their confidence to be active during the class session. Therefore, GTM, in this case, is more effective than TGT to teach vocabulary for the students who have low self-esteem.

Thus, it can be concluded that there is interaction between teaching methods and students' self-esteem when teaching vocabulary of ESP.

CONCLUSION AND SUGGESTION

Based on the previous description of the data analysis, the writer can state the findings are as follows: (1) TGT method is more effective than Grammar Translation Method to teach vocabulary of ESP for the second grade students of nursing Department of Universitas Muhammadiyah Kalimantan Timur; (2) Students having high self-esteem have better vocabulary mastery than students having low self-esteem in the second grade students of nursing department of Universitas Muhammadiyah Kalimantan Timur ; and (3) There is interaction between teaching methods and students' self-esteem in teaching vocabulary for the second grade students of Universitas Muhammadiyah Kalimantan Timur.

Based on the result of the research, some suggestions are given to the teacher, students, and future researcher as follows: (1) For the teacher: Teacher should apply TGT method for teaching vocabulary to improve students' vocabulary mastery for English specific purpose and to improve the atmosphere of the teaching and learning process. The teaching method will affect to the students' self-esteem. The students will be much more interested in learning English if the method used by teacher is enjoyable. The more the students enjoy learning English, the more they easily understand the material given. When the TGT is applied in the learning process, the class atmosphere will be more interesting, the students are more communicative, interact each other in the small group learning. With the teachers' role as a monitor and observer, the group learning activities run optimally. Therefore, it is better for teachers to apply the TGT method in the teaching and learning activity; (2) For the students: The students learn English in different ways, In the learning process where TGT is used, students become more active and know each other better since they have to study in group work. The high achieving students can work and share ideas with average and low achieving students. It is different when they are in Grammar Translation Method class. The students' activeness is very low since they are only the objects of the teacher. Furthermore, there is no interaction among the students at all like TGT class. So, it is important that the teacher uses TGT so that the students can be more actively involved in the learning process. Brainstorming the ideas from each other to solve the problem related to the material. The material is more easily understood since they discuss it communicatively. So, the students can use the group learning to improve their competence in English, take the opportunity in small group discussion to express the idea, absorb the knowledge through the teammates, and interact with the classmates through the

positive competition; and (3) For other researchers: a. The researchers can use the result of this study as a starting point for further research in the same field, b. The researchers can also use it as a reference for other studies in different field.

REFERENCES

- Ackerman, R. A., Witt, E. A., Donnellan, M. B., Trzesniewski, K. H., Robins, R. W., & Kashy, D. A. (2011). What does the Narcissistic Personality Inventory Really Measure? *Assessment*, 18(1), 67–87.
- Ahmed, M.K. (2014). Issues in ESP (English for Specific Purposes). *International Journal for Teachers of English*, 4 (1): 36-5
- Aqel, M.I. (2013). The Effect of Using Grammar-Translation Method on Acquiring English as A Foreign Language. *International Journal of Asian Social Science* 3(12): 2469-2476.
- Bari, K.A., Sana, M.H., & Sadia, M. (2015). The Effectiveness of Gramar Translation Method in Teaching and Learning of English Language at Intermediate Level. *International Journal of Multidisciplinary Research and Modern Education*, 1(1): 2454-6119.
- Birch-Bécaas, S., & Hoskins, L. (2017). Designing and implementing ESP Courses in French Higher Education: a Case Study. In C. Sarré & S. Whyte (Eds), New Developments in ESP Teaching and Learning Research (pp. 51-69). Research Publishing.net. <https://doi.org/10.14705/rpnet.2017.cssw2017.745>
- Elliot, A., Faler, J., McGregor, H., Campbell, W., Sedekides, C., & Harackiewicz, J. (2000). Competence Valuation as a Strategic Intrinsic Motivation Process. *Personality and Social Psychology Bulletin*, 26(7), 780-794
- Fengfeng, K., & Barbara, G. (2007). Game-playing for Maths Learning: Cooperative or not?. *British Journal of Educational Technology*, 38(2): 249-259.
- McKeown, M. G. (1993). *Creating Effective Definitions for Young Word Learners*. Reading Research Quarterly. Cambridge: Harvard University Press.
- O'Dea, Jennifer, A., & Suzanne, A. (1999). Improving the Body Image, Eating Attitudes, and Behaviors of Young Male and Female Adolescents: A New Educational Approach that Focuses on Self-Esteem.
- Orth, U., & Richard, R.W. (2014). The Development of Self-Esteem. *Journal of Psychological Science*, 23(5): 381-387.
- Salam, A., Rahman, S., & Anwar, H. (2015). Teams Games Tournaments (TGT). Cooperative Technique for Learning Mathematics in Secondary Schools in Bangladesh. *Journal of Research in Mathematics Education* 4 (3): 271-287.

- Tskhvitava'. (2016). Vocabulary Learning Strategies of English for Specific Purposes Students at Agricultural University of Georgia. *Journal of Education in Black Sea Region* 2 (1): 130-138.
- Veloo, A, Ruzlan, M.A, & Sitie, C. (2016). Using Cooperative Teams Game-Tournament in 11 Religious School to Improve Mathematics Understanding and Communication 1. *Malaysian Journal of Learning and Instruction*, 13 (2): 97-123.
- Whyte, S., & Sarré, C. (2017). Introduction to New Developments in ESP Teaching and Learning Research. In C. Sarré& S. Whyte (Eds), New Developments in ESP Teaching and Learning Research (pp. 1-12). Research Publishing.net.
<https://doi.org/10.14705/rpnet.2017.cssw2017.742>