

**THE EFFECT OF JEOPARDY GAME ON VOCABULARY MASTERY IN
ELEVENTH GRADE AT SMAN 1 KAMANG MAGEK**

A THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education*



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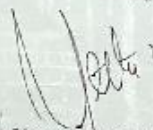
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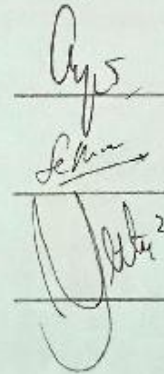
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The Researcher

ABSTRACT

**Agustin, Tasya Lavinska The Effect of Jeopardy Game on Vocabulary
(2022) : Mastery in Eleventh Grade at SMAN 1
Kamang Magek**

A quasi-experimental research was employed in this research. The objective of this research was aimed to determine the effect of the Jeopardy game on vocabulary mastery in eleventh grade at SMAN1 Kamang Magek. The SMAN1 Kamang Magek students in the eleventh-grade comprised the research's sample. The experimental class comprised of 23 students from XI MIPA 1. However, the control class comprised of 25 students from XI IPS 2. The pre-test and post-test parts of the vocabulary test that was obtained in this research were separated. 30 multiple-choice questions were used to build the instruments. According to data analysis using the Paired Sample T-Test, the experimental class's mean pre-test score was 19.96, while its mean post-test score was 60.26. It was undeniable that Jeopardy is used to instruct students perform better than those who are taught using non-Jeopardy. The research's null hypothesis (H0) is rejected since the data show that the 2-tailed significance value is less than 0.05 (0.05). The first hypothesis (Ha) is therefore accepted, and it is asserted that the Jeopardy game is effective in terms of vocabulary mastery.

Keywords: Jeopardy game, vocabulary, and vocabulary mastery

ABSTRAK

Agustin, Tasya Lavinska Pengaruh Permainan Jeopardy Terhadap Penguasaan Kosakata Siswa Kelas XI SMAN 1 Kamang Magek (2022) :

Penelitian kuasi-eksperimental digunakan dalam penelitian ini. Penelitian ini bertujuan untuk mengetahui pengaruh permainan Jeopardy terhadap penguasaan kosakata siswa kelas XI SMAN1 Kamang Magek. Sampel penelitian ini adalah siswa kelas XI SMAN1 Kamang Magek. Kelas eksperimen terdiri dari 23 siswa dari XI MIPA 1. Namun, kelas kontrol terdiri dari 25 siswa dari XI IPS 2. Bagian pre-test dan post-test dari tes kosakata yang diperoleh dalam penelitian ini dipisahkan. 30 pertanyaan pilihan ganda digunakan untuk membangun instrumen. Berdasarkan analisis data menggunakan Paired Sample T-Test, nilai rata-rata pre-test kelas eksperimen adalah 19,96, sedangkan nilai rata-rata post-test adalah 60,26. Tidak dapat disangkal bahwa Jeopardy digunakan untuk mengajar siswa membawa pengaruh lebih baik daripada mereka yang diajar menggunakan non-Jeopardy. Hipotesis nol (H_0) penelitian ini ditolak karena data menunjukkan bahwa nilai signifikansi 2 sisi lebih kecil dari 0,05 (0,05). Oleh karena itu, hipotesis pertama (H_a) diterima, dan dinyatakan bahwa permainan Jeopardy efektif dalam hal penguasaan kosakata.

Kata Kunci : Permainan Jeopardy, Kosakata dan Penguasaan Kosakata

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English has become a compulsory subject that is taught in junior high schools, senior high schools, and universities. The government has chosen English as a foreign language that must be studied. It is based on English as an international language which has an important role as a medium of communication in the world. In Indonesia, the teaching of English is carried out through language skills; listening, speaking, reading, and writing. In the Indonesian curriculum, the government incorporates the four skills above into spoken and written languages. Then, the government classifies them into interpersonal, transactional, and functional texts. The texts here mean any extended language sample presented to learners in written or spoken form.

As assigned in the 2013 curriculum, spoken language in daily conversations consist of two types of dialogues. Those are interpersonal dialogues (interpersonal interaction texts) and transactional dialogues (transactional interaction texts), including listening and speaking skills. Then, written language is composed of reading text (genre-based). Both of them involve language components such as vocabulary and grammar.

Vocabulary is one of the elements of language that play an essential role in learning English and has an important role in the communication process. This means that the more people learn words, the more they can improve their vocabulary mastery and ability to write and understand texts. Richard & Renandya (2002) argues that

vocabulary can also be a core component of language skills and provides many premises for the simplest ways in which learners speak, listen, read and write. From the explanation before, the researcher concludes that vocabulary is very important to be mastered by the students.

By expanding our vocabulary, people become much more likely to recognize each word at specific intervals in the language we are accustomed to. Nunan (1991) argues that adequate vocabulary mastery is very important for language learners' well-being; without a broad vocabulary, the learner will not be able to use language communicatively. This is also supported by Thornbury (2002) who states that nothing can be expressed without vocabulary. The main takeaway from this assertion is that vocabulary is the foundation for all elements of language learning. Hence, it must be learned when learning a language. As we know, mastery of vocabulary can make it easier for students to know the meaning, either in the form of spoken dialogue or written text. However, when students do not have a lot of vocabulary in their minds, they will have difficulties knowing the meaning of what is conveyed, both spoken and written.

In fact, the researcher already observed at SMAN 1 Kamang Magek in the Eleventh grade during the educational field practice, which was carried out for six months. There, students were still difficult to understand vocabulary or words in reading assignments. For example, the teacher taught in Eleventh grade. The teacher was discussing a simple text with students; the teacher asked them about the meaning of vocabulary in the text. However, students could not answer the questions given because they did not understand the meaning. That can be happened due to the lack of vocabulary owned by students.

In addition, the research discovered facts about the teacher's difficulties in teaching vocabulary. The majority of teachers have difficulty transmitting or teaching language, resulting in their students' vocabulary not increasing. The research then discovered that teachers lacked creativity in their teaching, such as using media to teach students vocabulary. Students are frequently taught vocabulary through question-and-answer sessions with their teachers. For example, the teacher might inquire, "Miss, what does this mean?" or "Active, what does it mean?". Then, when it comes to difficult words, the teacher simply instructs students to check their definitions in a dictionary. In reality, the usage of media can be employed to engage students in the learning process and to draw their attention to learning. Teaching with media not only assists teachers in conveying the target language to students, but also motivates them to learn by providing audio and visual material that keeps students engaged in the lesson and paying attention to that.

Media tools appeal to students' senses and assist them in processing information, enhancing their understanding of the target culture and increasing their motivation to learn the language, while also strengthening teaching points and avoiding unnecessary teacher explanations. By incorporating media into the classroom, students' interests are increased and they are able to comprehend the material, which means they will concentrate on the lesson. This is supported by Sadiman (2010); he says that media can be used to transfer messages and can also generate students' interest in their attentions, feelings, and thoughts, which can be supported in the learning process. Also, Evenddy & Hamer (2016) argues that the media plays an important role in generating student motivation in learning vocabulary. The conclusion that can be drawn from the opinion above is the media plays a crucial role in the vocabulary learning process. Media may be utilized to convey messages and can also get students'

interest in their attentions, sentiments, and thoughts, all of which can aid in the learning process. One of the media that can be used is games.

According to Wright et al., (2006), games can help students form their interest in learning something by creating a meaningful and useful context. The game that the researcher means here is a jeopardy game. This game was devised by Friedman as a fun language game with educational objectives that was adapted from a television quiz. In Northern Ireland Curriculum (2007), it states that Jeopardy is one game that can improve mastery of the vocabulary possessed by students, which can be achieved through the questions asked, which leads to definite answers. This game can assist students come up with unique solutions to some problems that arise and help students to remember words after they know the answers to these questions. Jeopardy game is one of guessing game. According to Hadfield (1997), guessing games can make students think about what they should guess about the information that appears and what answers will match the questions. This means, in the jeopardy game, the teacher will use a fun way by asking questions related to the definition of items or words, then the students will give answers related to what items or words will appear.

Numerous researchers have presented research on the Jeopardy game. Numerous researchs that are pertinent to this research are: First, Sepyanda & Handayani (2021) with the title "*The Effect of Jeopardy Game Toward Students' Vocabulary Mastery.*" It shows that the Jeopardy game can improve the vocabulary mastery of the students. Second, Yanti (2018) with the research's title "*The Effect of Using Jeopardy Game Towards Students' Vocabulary Mastery at Seventh Grade of SMP Nurul Ikhlas Padang Panjang in Academic Year 2018/2019.*" In her research, she proves that using the Jeopardy game can help students to improve their vocabulary mastery. Third, Muleng (2017) with the research's title "*The Influence of*

Jeopardy Game on Students' Vocabulary Mastery at The Eight Grade of SMP Kartika II-Dua (Persit) Bandar Lampung in The Academic Year of 2017/2018.” The result of the research is Jeopardy game gives an impact on students.

Although many researchers have researched the use of jeopardy games for vocabulary mastery, some differences exist between this research and previous research. The first, 4 of 5 researches chose the junior high school as the subject, while the researcher chose eleventh grade high school in this research. The researcher chooses the eleventh grade as the subject based on the explanation above. It is because students still find it difficult with every word that appears during the learning process. Even though, the words should be easy for the eleventh-grade level. The second, the basic competencies that is used in this research are very different from previous research. In previous, some researchers did not mention on what topics the vocabulary teaching was taught. In this research, the researcher uses KD 3.8 in the eleventh grade with the topic of explanation text. This is supported by the topic used in this second semester genre-based text, where students will learn a lot about texts.

By the explanation above, this research is expected to be used as an alternative to improve students' vocabulary mastery in reading skills. Thus, the researcher will conduct experimental research with the title "**The Effect of Jeopardy Game on Vocabulary Mastery in Eleventh Grade at SMAN 1 Kamang Magek**"

B. Identification of the Problem

Based on the explanation of the background of the problem above, the researcher can identify the problems in this research are: First, Students' lack of vocabulary. Second, Teachers have difficulty transmitting or teaching language. Third, Teachers lacked creativity in their teaching, especially using media.

C. Limitation of the Problem

By the explanation on the identification of the problem above, the researcher decided to limit the problem so that the problem is focused on "*The Effect of Jeopardy Game on Vocabulary Mastery in Eleventh Grade at SMAN 1 Kamang Magek*".

D. Formulation of the Problem

Based on the explanation above, the formulation of the problem in this research is: Does the Jeopardy game affect the vocabulary mastery of class XI students of SMAN 1 Kamang Magek?

E. Research Questions

The research question in this research is "Is the use of the Jeopardy game effective on vocabulary mastery in eleventh grade at SMAN 1 Kamang Magek?".

F. Purpose of the Research

The purpose of this research is to determine whether the use of the Jeopardy game has an effect or not on the vocabulary mastery of class XI students of SMAN 1 Kamang Magek.

G. Significance of the Research

1. Theoretical Significance

This research gives a solution to find out the appropriate media on vocabulary mastery by using the Jeopardy game.

2. Practical Significance

Practically this research gives benefits to many people. Firstly, for the students, the results of this research can be used as a reference to improve students' vocabulary mastery by using Jeopardy. Secondly, for the teachers, it can help teachers to teach vocabulary using the Jeopardy game, and also this research

shows how to use Jeopardy to improve students' vocabulary mastery. Lastly, for the other researchers, it gives additional information for another researcher who wants to conduct further research in the related field.

H. Definition of Key Terms

1. Jeopardy game

The Jeopardy game is one of the quizzes shows that was originally a popular television show in America. Then, develop in the form of quizzes and online games. The official website is www.jeopardy.com. The peculiarity of this quiz is that participants are given statements (answers). Then, they are asked to make questions whose answers match the statements given. The game starts from a scoreboard containing questions with a level of difficulty proportional to the score.

2. Vocabulary mastery

Vocabulary mastery means that students can understand and use words and their meanings. Students present language more effectively the more vocabulary they are capable of using. English has four skills that must be mastered, namely speaking, listening, reading, and writing and it requires a lot of vocabulary to be able to use all the skills.