THE EFFECTIVENESS OF JEOPARDY GAME AS A MEDIA TO IMPROVE STUDENTS' READING COMPREHENSION AT SMPN 1 PARANG MAGETAN

THESIS

By:

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ABSTRACT

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Keywords: Media, Jeopardy Game, Reading Comprehension

Media is one of the crucial components that the teacher may use for teaching. Media such as the Jeopardy game can be offered as instructional media to teach English to the students, especially in reading comprehension. Reading comprehension is a process of readers combining text information and background knowledge to build meaning. The essential problem faced by students in reading is difficulty in comprehending the text. Therefore, by using the Jeopardy game, students are expected to become more interested and active in improving their reading.

The purpose of this research was to find out whether students who are taught using the Jeopardy game get better reading comprehension scores than those who are not at SMPN 1 Parang Magetan.

This research applied a quantitative approach and used a quasi-experimental design. The population of this research was VII grade, which consisted of 190 students. This research used two classes, experimental groups and control groups. The sample size in this research was 30 students from each group. The researcher used simple random sampling as a sampling technique. The data collection procedures were testing and documentation. To analyze the data, the researcher used an independent sample t-test.

The result showed that the mean score of the post-test in the experimental class was 84.33, and mean score of the post-test in the control class was 77.50. The value sig (2-tailed) of the equal variant assumed 0.000 and $\alpha = 0.05$. Based on the analysis data and testing of the hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected, and the alternative (H_a) hypothesis was accepted. So, from the computation above, it can be concluded that there is a significant difference between students' reading comprehension who are taught by the Jeopardy game and those who are not at SMPN 1 Parang Magetan.

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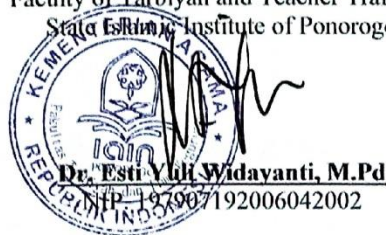|		
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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited. I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important means and for communication. In the modern era, most people learn English as their first language. English is a significant subject since it is an international language. Most people worldwide use it not just for communication but also to transmit knowledge.[1] In Indonesia, English is integrated into the educational curriculum as a subject. It is treated as a second language and is deemed essential from primary school all the way up to university level.

In English language teaching, there are four skills that students should master, and there are listening, speaking, reading, and writing. Among those four skills, reading is considered as the most important skill for language learners.[2] Reading is a process of readers combining text information and background knowledge to build meaning.[3] The goals of teaching reading skills to the students were to make the students able to understand many things in every text, news, magazine, and others. In reading, there must be a process called comprehension, and the aim of reading is that learners should

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[1] Damayanti, "Using Jeoary Game To Improve Students' Reading Comprehension."(2016): 2.

[2] Koch and Sporer, "Students Improve In Reading Comprehension by Learning How To Teach Reading Strategies. An Avidence-Based Approach for Teaching Education." *Psycology Learning Teaching*, (2017): 8.

[3] Anderson, *Practical English Language Teaching: Reading*. McGraw-Hill ESL/ELT, 2008.

comprehend what they read. This kind of reading is called reading comprehension.[4]

Reading comprehension is the process of recognizing the passage. Understanding is a process of the readers in reading and understanding the text. According to Wolley, reading comprehension is the process of searching the essence of the writers in the form of writing rather than defining word by word in the text, which the readers understand and get information from the text.[5] The other definition is stated by Snow and Chair, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[6]

Reading comprehension is very important to be mastered to recognize the topics. Comprehension is a process of understanding a text the reader performs for information exploration. Reading is more than just looking at the words, but accurately understanding the meaning of the words presented in the reading. Readers employ their information, skills, and comprehension to dechiper the text's meaning. Reading comprehension serves as a cognitive link enabling readers to articulate their understanding of the text.[7]

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[4] Rosari and Mujiyanto, "The Effectiveness of Know-Wanted-Learned and Collaborative Strategic Reading Strategies To Teach Reading Comprehension To Students With Positive and Negative Attitudes." *English Educational Journal* 6, no.2 (2016): 34.

[5] Salawatiyah, "The Effect Of Using Kahoot Games Application In Teaching English Especially To Enhance Students' Reading Comprehension." State Islamic University Sulthan Thaha Saifuddin Jambi, 2021.

[6] Kristina Sinaga and Putri Laura Siahaan, "The Effect of Partner Reading Strategy on Reading Comprehension." *Journal of English and Teaching* 4 (2020): 206

[7] Rachimah and Muslim, "Students' Perceptions in Using the Kahoot! Game on Reading Comprehension Learning." *Al-Ishlah: Jurnal Pendidikan* 13, no.3 (2021): 22.

Based on the preliminary study, the researcher identified several issues in the seventh grade at SMPN 1 Parang Magetan, especially in reading comprehension. Nowadays, teachers only use books as media materials for learning in the classroom. The teacher who doesn't use the media in a lesson will make students find it difficult to receive the material. In addition, many students still do not pay attention, and the atmosphere in the classroom feels boring. Because the students pay less attention to the explanations given by the teacher, they have difficulty working on the questions given. Reading comprehension is an important aspect of language when we learn English. Reading comprehension is not an easy thing. Students still have difficulty finding the meaning of the text they read because the students have low reading concentration. So they cannot improve their reading comprehension. Therefore, teachers must have strategies to engage students in the learning process.

One of the strategies to enhance students' reading activity is using games. According to Sanders, employing games as part of the learning process represents an effective pedagogical approach for enhancing learning strategies. It is responsive to diverse student motivations and fosters closer student interaction.[8] Mortini states that delivering games to students is one way to enhance their talents during the teaching and learning process.[9] The game alters the classroom environment, resulting in a more enjoyable and

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[8] Sanders, "Promoting Student Problem Identification Skills via a Jeopardy Game within the Renaissance Foundry." *Education for Chemical Engineers*, (2020): 49-59.

[9] Agung Werdiyani, "Improving Students' Reading Skills Through Jeopardy Games." *Journal of Educational Study* 1, no.1 (2021): 91.

engaging learning experience for students.

In this research, the researcher has chosen the Jeopardy game as a medium for teaching reading comprehension. A Jeopardy game can be played by individuals or in groups. Jeopardy has a simple rule structure that may be utilised anywhere.[10] Jeopardy games also fulfil five criteria of game design, namely, they are enjoyable, educational, English-promoting, engaging, and easy to use. The students will study while playing the Jeopardy game, and they will be motivated. This media is suitable for minimizing students' boredom throughout the teaching-learning process.

Jeopardy game is adapted from a top-rated television quiz show aired in the United States of America (USA). A Jeopardy game is an interactive activity prompting students to contemplate questions that may lead to specific answers. This game fosters creative thinking among students, enhancing their motivation through its competitive nature.[11]

Suryani and Kareviati stated that the Jeopardy game is able to improve students' reading comprehension skills. According to Gast & Leatham, in classroom activities, the aim of Jeopardy game is to increase student focus and success in mastering the material and practicing, even if they don not necessarily have to apply it immediately.[12] Bee and Hayes stated that engaging in Jeopardy game serves as an effective method to stimulate

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[10] Suryani and Kareviti, "The Students' Difficulties In Learning Reading Comprehension Using Cooperative Learning Through Jeopardy Game." *Professional Journal of English Education*4, no.1 (2021): 23.

[11] Sepyanda and Handayani, "The Effectiveness of Jeopardy Game Towards Students' Vocabulary Mastery." *Journal of English Language Pedagogy* 6, no.1 (2021): 15.

[12] Rusdiyana, Setiawan, and Munir, "Students Perception Towards The Use Of Jeopardy Game In English Learning." Vol. 9, no. 2 (2021): 30.

students' interest, reduce boredom, and enhance their comprehension skills.[13]
In this research, the Jeopardy game is considered a medium that can enhance students' reading comprehension. Therefore, this research aims to share how to use of Jeopardy game in teaching reading and highlight its advantages in improving students' reading comprehension.

Through the Jeopardy game, it is hoped that students will be more active in learning reading comprehension. Based on the background, the researcher would like to conduct a study at SMPN 1 Parang Magetan, entitled ***The Effectiveness of Jeopardy Game as a Media to Improve Students' Reading Comprehension at SMPN 1 Parang Magetan.***

B. The Scope and Limitation of the Study

Based on the background, the researcher has limited the study on teaching reading comprehension of descriptive text. The researcher used Jeopardy game to improve students' reading comprehension at the seventh garde at SMPN 1 Parang Magetan.

C. Research Problems

The main problems of the research can be formulated:

Do the students who are taught by using the Jeopardy game get better reading comprehension scores than those who are not?

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[13] Bee, S. and Hayes, D. C. "Using the Jeopardy Game to Enhance Student Understanding of Accounting Information Systems (AIS) Exam Material." *Review of Business Information Systems (RBIS)*, 9(1),(2005): 69.

D. Research Objectives

Based on the problem statement, this study is to determine whether students who are taught using the Jeopardy game get better in terms of reading comprehension than those who are not.

E. Significance of the Study

The result of this study can contribute some theoretical and practical significances for the students, teachers, and other researchers as follows:

1. Theoretically

This study can be used to add knowledge and references about the effectiveness of the Jeopardy game as a media in the English teaching-learning process especially to reading comprehension. Jeopardy game can give solution to solve some problems faced by teacher in improving students' reading comprehension.

2. Practically

   a. For English Teachers

   This research is expected to be one of alternative media as well as strategies that can be used by English teachers to develop language teaching. The teachers can use Jeopardy game in their classroom to make the students more creative and do other activities in teaching learning process.

   b. For English Foreign Language Students

   The researcher hopes that the use Jeopardy game in teaching

reading can reduce the students' problems in English lesson. It is expected that the students could learn how to improve their reading comprehension and will obtain new interesting learning in the classroom.

c. Other researchers

It is hoped that this study can be used as a reference for researchers to give such creative and innovative experience with Jeopardy game as a media when teaching that the students are able to understand the material being presented.

F. Organization of the Study

The researcher organizes the process of this research report systematically. This thesis includes five chapters, which are organized as follows:

The first chapter is an introduction. The first chapter describes the background of the study, scope and limitation of the problem, research question, research objective, significance of the study, and organization of the study.

The second chapter of this research is literature review. It consists of previous related study, literature review, conceptual framework, and hypothesis.

The third chapter is research methodology. This chapter involves research design, population and sample, research instrument, data collection

technique, and data analysis technique.

The fourth chapter is research finding consists of data analysis, discussion, and interpretation.

The fifth chapter is closing. It is the thesis final discussion material order, consisting of a conclusion and recommendations.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

In this study, researcher used relevant theories. The theories in this study include reading, reading comprehension, media, and Jeopardy game.

1. Reading

Reading is a process of readers combining information from text and their own background knowledge to build meaning. In this point, the researcher discusses definition of reading and kinds of reading.

a. Definition of Reading

In English language teaching, there are four skills that students should master, and there are listening, speaking, reading, and writing skills. Reading is considered as the most important skill for language learners.[14] Reading is a process of readers combining text information and background knowledge to build meaning.[15]

According to Wixson et.al, reading is the process of creating meaning that involves: (a) the reader's existing knowledge, (b) the text information, and (c) the reading context.[16] Meng stated that English

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[14] Koch and Sporer, "Students Improve In Reading Comprehension by Learning How To Teach Reading Strategies. An Avidence-Based Approach for Teaching Education." *Psycology Learning & Teaching*, (2017): 1-15.

[15] Anderson, *Practical English Language Teaching: Reading*. McGraw-Hill ESL/ELT, 2008.

[16] Herman, Sibarani, and Pardede, "The Effect of Jigsaw Technique in Reading

reading has always been regarded as one of the main aims of English teaching in colleges and universities because it can objectively reflect the students' abilities to acquire the language.[17] The goals of teaching reading skills to the students were to make the students able to understand many things in every text, news, magazine, and others.

According to Nunan, reading is usually conceived as a solitary activity in which the reader interacts with the text in isolation. Thus, students attempt to understand the text. It is far needed because individual learning is sometimes effective for students.[18] Reading was a crucial activity for expanding understanding of a language. Through reading, students can master and understand knowledge about specific topics. The students could catch what texts tell about. Also, the students could learn the language because the texts offer the structures of the language to analyze.

According to Whorter, reading is a complex process, and it involves much more than adding word meanings together. Reading involves understanding ideas and recognizing the relationship and structures among ideas.[19] It means reading not only saying the word but also understanding the meaning and recognizing the relationship and

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Comprehension on Recount Text." *Jayapangus Press*, Vol.3, no. 1 (2020): 86.

[17] Meng, J., "Jigsaw Cooperative Learning in English Reading." *Journal of Language Teaching and Rsesarch*, Vo. 1 no. 4, (2010): 501-504.

[18] Asrifani and Nurlina, "The Text-Based Character in Teaching Reading Comprehension at The Tenth Grade Students of SMAN 44 Senreng Rappang." *English Education Department*, University Muhammadiyah Sidenreng Rappang, Indonesia, n.d.: 34.

[19] Siregar and Harida, "Students Reading Comprehension in Descriptive Text." *English Education Journal*, Vol. 9, no. 1 (2021): 78.

structures of ideas.

Based on the explanation above, it can be concluded that reading is an activity of getting meaning from the text. Readers also must understand ideas and recognize the relationship and structures of ideas because the goal of reading is comprehension.

b. Kinds of Reading

Reading has many various kinds. According to Praveen there are four types for reading,[20] as follows:

1) Intensive Reading

In intensive reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials.[21]

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading material will be the basis for classroom activity. Intensive reading is used on shorter text in to extract specific information. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

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[20] Patel and M. Jain, *Engish Language Teaching (Method, Tools, & Techniques)*. Sunrise Publishers & Distributors, 2008.
[21] PourhoseinGilakjani, "How Can Students Improve Their Reading Comprehension Skill?" Volume 6, no. 2 (2016). https://doi.org/10.5296/jse.v6i2.9201.

2) Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure. Extensive reading is the activity of reading text that not only occur in the classroom but may occur outside of classroom. In extensive reading, the reader may read the other source, not only academic books but other books like never, long articles, newspapers, magazines, etc.[22]

3) Aloud Reading

Aloud reading also plays an important role in the teaching of English. Teachers should know that the training in reading aloud must be given at the primary level because it is the base of words pronunciation.

4) Silent Reading

Silent reading is very important in the teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.[23] In silent reading, the students need good concentration to understand what they read.

2. **Reading Comprehension**

In this point, the researcher discusses definition of reading

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[22] Damayanti, "Using Jeoary Game To Improve Students' Reading Comprehension." (2016): 2.

[23] Patel and M. Jain, *Engish Language Teaching (Method, Tools, & Techniques)*. Sunrise Publishers & Distributors, 2008.

comprehension, strategies of reading comprehension, and aspect of reading comprehension.

a. Definition of Reading Comprehension

Reading is one of skills in English. Through reading, someone gets information that can be used in all components of existence, especially in education.[24] In reading, there needs to be a process called comprehending; it is the purpose of reading that learners have to collect the comprehension of what they read. According to Snow and Chair, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading will help students to get smooth in interpreting language. Reading makes students able to discover every message of texts.[25]

Comprehension is the process of deriving meaning from connected text. it involves word knowledge (vocabulary) as well as thinking and reasoning.[26] Reading is an essential skill English, the reader needs to understand the topic and passage of the textual content, and reading comprehension is the process knowing the passage.[27] Reading comprehension is essential to be mastered by using students so

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[24] Agung Werdiyani, "Improving Students' Reading Skills Through Jeopardy Games." *Journal of Education Study* 1, no. 1 (2021): 91.

[25] Kristina Sinaga and Putri Laura Siahaan, "The Effect of Partner Reading Strategy on Reading Comprehension." *Journal of English and Teaching* 4, (2020): 206.

[26] Pang et al., *Teaching Reading*. The International Academy of Education, n.d.: 12.

[27] Salawatiyah, "The Effect Of Using Kahoot Games Application In Teaching English Especially To Enhance Students' Reading Comprehension." State Islamic University Sulthan Thaha Saifuddin Jambi, 2021.

we can recognize the topics they read and they can implement those topics into the daily existence.[28]

There are some definitions of reading comprehension. One of them comes from Snow, who explains that reading comprehension is a method in which a reader concurrently extracts and constructs that means through interaction and involvement with written language.[29] According to Wolley, reading comprehension is a method of seeking the essence of the writers in the form of writing rather than defining word by word in the text, which the readers understand and get information from.[30] The other definition is stated by Karen; reading comprehension is the process a building which means coordinating several complex processes that reading comprehension is a complex skill that requires an active interaction between the reader and factors of the text.

Based on the explanation above, it is summarized that reading comprehension is a method in which the reader tries to understand the content material of the text. Comprehension means the skill to understand the reason and meaning of the text so that the readers understand the content of the reading.

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[28] Nastitie Ariawan, "Implementing Joyful Learning Strategy Uisng Treasure Clue Game Method In Order To Improve Reading Comprehension Skill." Volume 5, no. 2 (2017). http://journal.uny.ac.id/index.php/jpe.

[29] Rosari and Mujiyanto, "The Effectiveness of Know-Wanted-Learned and Collaborative Strategic Reading Strategies To Teach Reading Comprehension To Students With Positive and Negative Attitudes." *English Education Journal,* Volume 6, no. 2 (2016): 34.

[30] Salawatiyah, "The Effect Of Using Kahoot Games Application In Teaching English Especially To Enhance Students' Reading Comprehension." State Islamic University Sulthan Thaha Saifuddin Jambi, 2021.

b. Strategies of Reading Comprehension

Reading comprehension strategy is a cognitive or behavioral movement that is enacted under specific contextual conditions, with the purpose of improving some aspect of comprehension.[31] There are a lot of strategies of reading comprehension.[32]

1) Activating and Using Background Knowledge

In this strategy, readers activate their background knowledge and apply it to helpful resource to comprehend what their reading. This knowledge consists of individuals' experiences with the world together with their concepts for the way written textual content works, involving word recognition, print concepts, word meaning, and how the textual content is formed.

2) Generating and Asking Questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers in combining, understand main ideas, and summarize information. Asking appropriate questions allows successful readers to concentrate at the most important information of a textual content; creating relevant questions facilitates good readers to concentrate on comprehension difficulties and take the important actions to resolve those problems.

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[31] Salawatiyah.

[32] Pour hosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?" Volume 6, no. 2 (2016).

3) Making Inferences

Readers determine or conclude from information in a text. In this strategy, writers do not usually provide complete information about a subject, location, character, or happening. Rather, they provide information that readers can use to read using making inferences that combine information of the text with their previous knowledge. Through this method, readers can enhance their capabilities to make meaning. Being able to make inferences is an essential factor for readers' successful reading.

4) Predicting

Prediction is a method to make expectations about what will manifest in the text-primarily based on what's observed from reading the text through regarding the readers' previous knowledge. It means that before the readers read the text, the readers need to guess what the content of the text.

5) Summarizing

Readers combine the information in a text to complicate in their own words what the text is ready for. Summarizing is a substantial strategy that allows readers to remember text unexpectedly. In this strategy, readers may be aware of text structure, what is significant in a text, and how evaluations are related. Effective summarizing of explanatory textual content includes condensing the steps in a scientific process, the steps of

improvement of an artwork movement, or the episodes that result in certain important historical happenings.

6) Visualizing

Readers can make mental images of a text to comprehend the processes they face during reading. This skill suggests that a reader perceives a text. According to Pressley, readers who form a mental image as they read are higher able to consider what they've read than those who do not imagine.

7) Comprehension Monitoring

On this strategy, readers have the potential to understand when they comprehend what they read after they do not understand and to apply suitable strategies to make their knowledge better. The essential point here is that successful readers can make good selections about which strategies to use and when to use them. Many students can gain from express instruction that teaches them to use specific strategies for understanding a text.

8) Skimming

Skimming is a type of rapid reading used to get the idea of a paragraph or book. The readers certainly skim through a lot of material, including movie reviews, newspaper articles, and sections and websites that could be relevant for a research paper.[33]

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[33] Jeffries and Mikulecky, *Advance Reading Power*. (Person Lonman, 2007)

c. Aspects of Reading Comprehension

According to Richard and Sharpe, there are five aspects of reading the students should understand to comprehend a text well; they are determining the main idea, finding specific information, reference, inference, and vocabulary. These aspects are regarded as difficulties the students encounter in comprehending the text.

1) Determining the main idea

The main idea is a statement that tells the writer's factor about the topic. The main idea is generally located in a sentence; it is usually the first sentence; however, it can be inside the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is and where the main idea is located.

2) Finding specific information

In this type of question, usually found in reading test is detailed question or information. This question used to check students' ability to understand the material that is directly stated in the text; some examples of detail questions fall in the following pattern:

"All of the following are true except ...",

"According to the passage, who were fighting for the conversation in the forest?",

In understanding and answering a detailed question, the

students can use a scanning strategy. In addition, to find out the anwser to a detailed question, the reader can note or underline the keyword in the question and then scan the passage for that word's synonym.

3) Reference

Reference is the antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. In identifying references, the students are expected to understand what the pronouns in the sentences are used, such as the pronouns that are used to show people, places, or situations. For example, as below:

a) **John** (antecedent) submitted his essay early, and **he** (reference) received positive feedback from the instructor.

b) **The tourists** (antecedent) will be able to drive the speed boat around the lake. **They** (reference) can also sit on the benches.

4) Inference

In making inferences, the students are expected to comprehend the text to find the conclusion of the statements. According to Kopitski, readers need to practice combining clues from the text with their background knowledge to make inferences. These questions are often stated in one the following forms:

"From the passage, we can conclude that ...",

"It can be inferred from the passage ...",

"What is the meaning of the statement above?"

Therefore, sometimes the students are challenged to find the conclusion of the text because the statement's meaning is written in the text.

5) Vocabulary

The students expand their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in the dictionary and guessing the meaning from the context. Context helps the students make a general prediction about the meaning. It means that predicting the context will help students understand the meaning of a passage without stopping looking up every new word in a dictionary. One problem readers have difficulty understanding the material is that they have lack vocabulary.[34]

Based on the explanation above, it can be concluded that reading comprehension consists of five aspects there are, determining the main idea, finding specific information, reference, inference, and vocabulary. All of those aspects can improve students' reading comprehension to be better.

3. Descriptive Text

This part discusses two points of descriptive text. They are the definition of descriptive text and the generic structure of descriptive text.

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[34] Rizal. *Reading Skill: Teori Dan Praktik Pengukuranny,* (Yogyakarta: Penerbit Samudra Biru, 2018), hal. 66.

a. The Definition of Descriptive Text

Descriptive text is a kind of text which describes something about a thing, person, animal, or other. It is a text that students taught in Junior High School. According to Oshima and Hogue, descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and sounds. It means that descriptive text is to mention in detail something based on something looks and observed by people in specific.

Based on the explanation obove, it can be concluded that descriptive text is a text that explains about whether a person or an object, whether it is form, properties, amount, and others. The purpose of the descriptive text is clearly, that is to describe, represent or reveal a person or an object.

b. The Generic Structure of Descriptive Text

The generic structure of descriptive text ar as follows:

1. Identification : Identify the phenomenon to be described.

2. Description of features : describes features in order of importance.

    a) Parts/things (physical appearance)

    b) Qualities (degree of beauty, excellence, or worth/value)

    c) Other characteristics (prominent aspects that are unique)

The generic features of the description are:

1. Verb in the present tense

2. Adjective to describe the features of the subject

3. Topic sentences to begin paragraphs and organise the various aspects of the description.

4. Media

Media in education aims to develop both critical understanding and active participation.[35] Media is anything used to send the message from the sender to the receiver. In the global of education, media is one of the crucial components that the teacher may use for teaching.[36]

Using media in teaching reading is important for attracting the attention of the students due to the fact media can help the teacher in saving time, involving all of the students, connecting the students' experience, stimulating the students to learn more, and so forth. Good media can make learners understand character education by involving them in reading comprehension.[37]

Based on the statement above, media is needed to help students acquire the lessons. Media give some resourceful teaching aids that help teachers and students with the material.

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[35] Meigs, *Media Education A Kit for Teachers, Students, Parents and Professionals*. UNESCO, 2006.

[36] P.Y.A., N.K., and K.S., "The Use Media in Teaching English Language." N.d.

[37] Mahayanti, L.P., and Jannah, "The Effect of Big Book as a Media on Students' Reading Comprehension at Fifth Grade of Elementary School in SD Laboratorium UNDIKSHA Singaraja." *International Journal of Language and Literature*, Vol. 1, no. 3 (2017): 143.

5. Game in English Curriculum

The game is perceived as a meaningful fun activity governed by rules. According to Hadfiled, the game as an activity with rules, a goal and an element of fun. She offers two classifications of language games, divided into linguistic (these focus mainly on accuracy) and communicative games (these are based on the successful exchange of information).[38] A similar classification is provided by Lewiss & Bedson, some of the games can be included in their classification under a broader umbrella term, such as *movement games* (the type of game when learners are physically active, e.g., *Find your partner*) or *task-based games* (usually pairs a groups work on meaningful task in the way they enjoy; learners obey clear rules and they have got a chance to practice all language skill; the teacher is an organizer and facilitator).[39]

According to Jacobs (as cited in Blanka), language games are divided into competitive (learner tries to be first to reach the goal) and cooperative games (learners try to reach the same goal together; they help each other). Competitive games can be modified to lessen the competitive element and to add a cooperative element. The games have a positive and effective influence on learning foreign languages. The reasons for this statement are as follows:

a. Games get students involved in their learning; they motivate them;

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[38] Hadfield, J. "Elementary Vocabulary Games". Harlow: Pearson Education Limited.

[39] Lewis, G., & Bedson, G. "Games for Children". Oxford: OUP. 1999.

b. Games encourage creative and spontaneous use of language;

c. Games introduce a chance in formal learning situations;

d. Games create a pleasant stress-free and relaxing atmosphere in a language class;

e. game unconsciously promotes and practice all four basic language skills, such as listening, reading, speaking, and writing;

f. games help the teacher to create contexts in which the language is useful and meaningful;

g. games decrease students' anxiety about speaking in front of other students; they feel less intimidated in this;

h. games are student-centered;

i. games can promote collaboration among students; and

j. games can connect to a variety of intelligences.[40]

6. Jeopardy Game

Jeopardy was a popular quiz program on television in the United States of Amerika (USA) and Canada, and it was able to be used in the teaching process to make it easier for active and interactive learning. This game consists of a host and several contestants. Jeopardy was a game program with a unique answer and posed question format using clues in the form of answers, and participants had to answer questions. The quiz

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[40] Frydrychova Klimova, Blanka. "Games in the Teaching of English," *Elsevier Ltd.*2015: 1158.

was created to test participants' ability to identify and recall factual information.[41] Jeopardy game can be played personally or in groups and has a simple rule structure so that it may be performed everywhere.[42]

According to Gast & Leatham, the goal of the Jeopardy game in classroom activity is students to be more focused and successful in mastering the material and practice even though they don't have to apply it.[43] Bee and Hayes stated that playing Jeopardy Game is an effective way to stimulate students' interest, reduce boredom, and strengthen the student's understanding skills.[44]

Jeopardy Game is a game that allows the students to recall the previous materials that they have learned. There are two versions of Jeopardy Game. The first is the one that requires technology, such as PPT Sides and LCD Projector. The second is the one that uses classroom property and stationary like papers, glue, tip, board marker, etc.[45]

In this game, the teacher usually plays as a host and the students play as a contestant. The students can be assigned as individual contestants, but most of teachers usually divide the students into small

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[41] Dhona, "Penerapan Model Pembelajaran Class-Wide Peer Tutoring (CWPT) Dengan Permainan Jeopardy Untuk Meningkatkan Pemahaman Konsep Siswa Pada Materi Sistem Ekskresi Kelas VIII SMPN 1 Sungayang." Institut Agama Islam Negeri Batusangkar, 2018.

[42] Agung Werdiyani, "Improving Students' Reading Skills Through Jeopardy Games." *Journal of Education Study* 1, no. 1 (2021): 91.

[43] Rusdiyana, Setiawan, and Munir, "Students Perception Towards The Use Of Jeopardy Game In English Learning." Vol. 4, no. 2 (2021): 30. https://doi.org/10.31539;leea..v4i2.1907.

[44] Bee, S. and Hayes, D. C. "Using the Jeopardy Game to Enhance Student Understanding of Accounting Information Systems (AIS) Exam Material." *Review of Business Information Systems (RBIS)*, 9(1),(2005): 69.

[45] Rusdiyana, Setiawan, and Munir, "Students Perception Towards The Use Of Jeopardy Game In English Learning." *Linguistic, English Education and Art Journal* 4, no. 2 (2021): 258.

groups. The host provides five categories of topics that contain values of points. Each value has questions related to the topic. The questions are usually displayed on PPT Slide or written on papers glued on the board.

Jeopardy games as a media in the learning process of reading. This game will analyze and evaluate what children learn when reading for comprehension to increase their engagement and reading comprehension. As a result, Jeopardy is a game that can be used to assess a students' reading comprehension.
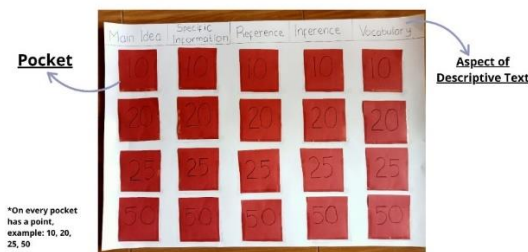

Figure 2.1 Jeopardy Game

Figure 2.2 Jeopardy Game

a. The Steps of Using Jeopardy Games

The procedures of Jeopardy games are as follows:

1. The teacher presents the topic (in this game is reading comprehension in descriptive text) and explains the phase they are going on Jeopardy.

2. Color pockets on the whiteboard written numbers, each number represents how many the points.

3. In each pocket, there is a piece of paper containing the question.

4. The higher the points written, the more difficult each questions.

5. The students take the question according to the predetermined rules.

Meanwhile, the rules of playing Jeopardy games are as follows;

1. The teacher creates small groups in the classroom.

2. The teacher as a host and the students as a contestant.

3. The students take the question according to group order.

4. Time provided to answer one question as agreed. Time is running after the teacher says "start".

5. The students choose the category of questions.

6. The students may take turns answering questions, and questions must discussed with their group mates.

7. The students answer the questions by writing on the paper provided.

8. After the students choose an answer, the other students can select the category of questions that have not been answered (note

points/questions that have been answered).

9. The wrong answer does not reduce the points that have been obtained.

10. The teacher notes the results obtained by each group.

11. The winning group is the group with the highest points.

b. Advantages and Disadvantages of Jeopardy Games

Jeopardy stimulates friendly competition and motivates students to examine. When they host the game, they may additionally be judges of whether responses given by their classmates are correct or not. Jeopardy game can build students' motivation because there may be competition where in they need to be a winner. When they host, they will work together with their member.

Because this game emphasizes students' group intended to discuss with their friends, it can encourage students to collaborate with their friends. Students' motivation can be increased because they compete with other students to answer the question in this game. On the other hand, when Jeopardy games are used in the classroom to teach reading, children are not bored with the traditional technique of that the teacher uses.

One potential disadvantage is that some students may disagree with the loss of privacy that comes with having answers and individual scores revealed and discussed in an open classroom. The students may

be getting passive in this situation.[46]

7. Jeopardy Game as a Learning Media

Jeopardy was a popular quiz program on television in the United States of Amerika (USA) and Canada, and it was able to be used in the teaching process to make it easier for active and interactive learning. A Jeopardy game can build students' motivation due to the character of its competitiveness.

This game consists of a host and several contestants. Jeopardy was a game program with a unique answer and posed question format using clues in the form of answers, and participants had to answer questions. The question are usually displayed on PPT Slides or written on papers glued on the board. The quiz was created to test participants' ability to identify and recall factual information. Jeopardy game is a game that can be played personally or in groups.

Jeopardy games stimulate a competition and motivate students to examine; when jeopardy games are used in the classroom to teach reading, students are not bored with the traditional teaching technique that the teacher used.

Jeopardy games can support students' understanding of the material educators present and provide an exciting learning feel. Learning English

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[46] Damayanti, "Using Jeoary Game To Improve Students' Reading Comprehension", English Education Department Faculty of Education and Teachers Training The State Institute for Islamic Studies of Sultan Maulana Hasanuddin Banten, 2016.

through the Jeopardy game is not rigid in that it can provide fun and excitement so that mastery of previously difficult material becomes easier to understand. This media has elements of play and collaboration, which these two elements will make students more enthusiastic and will indirectly involve students in the learning process in class.

B. Previous Related Study

To support this study, the researcher discussed some related studies. The first study was conducted by I Gusti Ayu agung Werdiyani, entitled "Improving Students' Reading Skills through Jeopardy Games." The method used in this study was a literature study. This study intended at analyzing the use of Jeopardy games in improve students' reading skills. The Jeopardy game helps students to read a lot and feel relaxed while learning reading. The findings of this study are expected to provide knowledge to teachers regarding the use of Jeopardy games which is beneficial for teachers and students in the teaching and learning process of reading.[47] The similarities between previous study and this study is that the researcher used Jeopardy game as a media in teaching learning process to improve students' reading skill. Then, the difference is that the researcher used the method in this previous study was a literature study.

The second is from Ita Damayanti, entitled "Using Jeopardy Game to Improve Students' Reading Comprehension." This study is aimed to explore how to apply of teaching reading through Jeopardy game, and how to

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[47] Agung Werdiyani, "Improving Students' Reading Skills Through Jeopardy Games." *Journal of Educational Study* 1, no. 1 (2021): 91.

improve students reading comprehension in descriptive text through Jeopardy game on students reading comprehension at the first grade students of SMP-IT Al-Hidayah. Based on the findings, it can be concluded that the application of Jeopardy game can improve students' reading comprehension in descriptive text, especially at the first grade students at SMP-IT Al-Hidayah in academic year 2016/2017.[48] This previous study has the similarities that the researcher used Jeopardy game to imrpove students' reading comprehension. Then, the difference in this previous study that the researcher used the Classroom Active Research (CAR).

Third, the study from Charina Maulin Herma Pitaloka, entitled "Effectiveness of Jeopardy Game to Enlarge Students' Vocabulary Mastery in Reading Comprehension of Descriptive Text". The objectives of this research are to describe the effectiveness of Jeopardy game for teaching vocabulary in descriptive text to the eight graders of junior high school students and to explain the use of Jeopardy game for improving students' vocabulary mastery in descriptive text. The researcher used quasi-experimental research design. The researcher held a try-out test to measure the validity and reliability of the test instrument. The writer used test and questionnaire as an instrument for collecting the data. The test consisted of pre-test and post-test. There were four meetings in this research including pre-test, treatment, post-test, and questionnaire.[49] The similarities between

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[48] Damayanti, "Using Jeopardy Game To Improve Students' Reading Comprehension." English Education Department Faculty of Education and Teachers Training The State Institute for Islamic Studies of Sultan Maulana Hasanuddin Banten, 2016.

[49] Herma Pitaloka, "Effectiveness Of Jeopardy Game To Enlarge Students' Vocabulary

the previous study and this study are the researcher used the same method and used Jeopardy game as a media in teaching learning process. Then, the difference is that the previous researcher took eighth grade as a sample to calculate the effectivenes of Jeopardy game.

Fourth, another study comes from Asti Veto Martini, entitled "Teaching Reading Descriptive Text Through Jeopardy Game to the Eight Grade Students of State Junior High School 20 Of Palembang". The purposes of this study was to find whether or not teaching reading descriptive through Jeopardy Game to the Eighth grade students of State Junior High School 20 of Palembang is significantly effective. The researcher used pre-experimental method. The data were got through a written test and analyzed by using the t-test formula. Based on the result of the data analyzed, it showed that, there was significantly difference between the students' score in the pre-test and those in the post-test.[50] The previous study and this study has a similaritie that the resesarcher used Jeopardy game in teaching reading descriptive text. Then, the difference in this previous study that the researcher used pre-experimental method.

Fifth, the study comes from Susi Suryani and Evie Kareviati, entitled "The Students' Difficulties on Learning Reading Comprehension Using Cooperative Learning Through Jeopardy Game". The purposes of this study was to find out what difficulties students face when learning to use Jeopardy

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Mastery In Reading Comprehension Of Descriptive Text." Universitas Negeri Semarang, 2017.

[50] Veto Martini, "Teaching Reading Descriptive Text Through Jeopardy Game To The Students Of State Junior High School 20 Of Palembang." *University of PGRI Palembang*, Volume 2, no. 1 (2017): 14.

game through this Jeopardy game. The researcher was conducted using the Classroom Action Research (CAR). Based on the study, can be conclude that the use of games in learning increases the ability of students in reading comprehension.[51] The similarities between previous study and this study are the researcher used Jeopardy game in learning reading comprehension. The difference in this previous research that the researcher used the Classroom Active Research (CAR).

C. Theoretical Framework

The conceptual framework is a synthesis of the observed relationship between variables that has been articulated in the theory.[52] As previously stated in the literature review, the concept of integrating learning by using Jeopardy to improve students' reading comprehension, but also that teaching reading should be more entertaining and fun for the students so that they are interested in the teaching-learning process. As a result of using the Jeopardy game the teacher will hopefully be able to use the media as a teaching-learning tool to assist in the teaching of reading in the classroom.

The conceptual framework begins with the idea that reading comprehension is one of the most important aspects that students need to master in learning English. Reading comprehension can lead students to succeed in learning English.

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[51] Suryani and Kareviti, "The Students' Difficulties In Learning Reading Comprehension Using Cooperative Learning Through Jeopardy Game." *Professional Journal of English Education* 4, no. 1 (2021): 23.

[52] Cahya Ramenda, "Penerapan Game Interaktif Aplikasi Kahoot Untuk Meningkatkan Pemahaman Konsep Matematis Dan Minat Belajar Siswa SMP." Universitas Islam Negeri Raden Intan Lampung, 2019.

Using learning games like Jeopardy is a good strategy to increase reading comprehension for seventh-grade students at SMPN 1 Parang Magetan. This strategy can help students feel more comfortable with their learning activities and achieve their reading comprehension goals. The conceptual framework of this research is illustrated as follows:
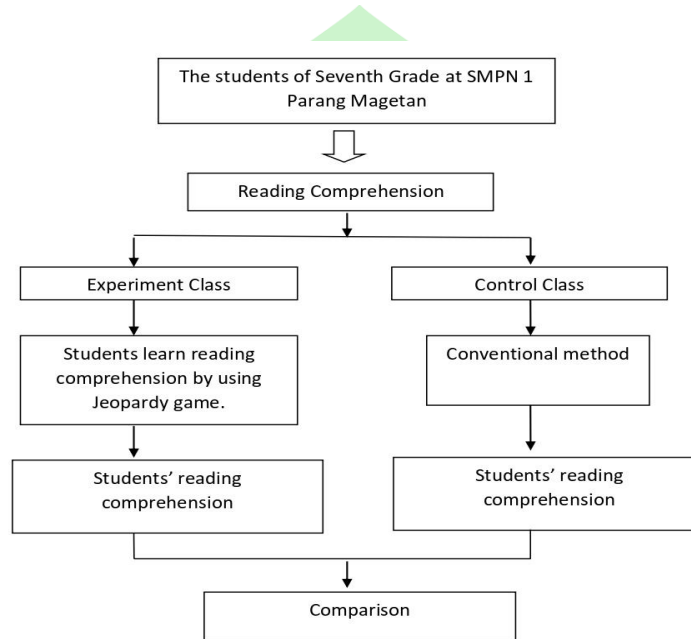
Figure 2.3
Theoretical Framework

D. **Hypothesis**

A Hypothesis is temporary about the results of the research to be carried out. The hypothesis of this study can be seen as follows:

If *t-value < t-table,* H_0 is accepted and H_a is rejected

If *t-value > t-table,* H_a is accepted and H_0 is rejected

H_a : There is a significance difference in reading comprehension between students who are taught by using the Jeopardy game and those who are not.

H$_O$: There is no significance difference in reading comprehension between students who are taught by using the Jeopardy game and those who are not.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses a quantitative approach with quasi experimental design. Quantitative is a type of education research in which the researcher decides what to study: ask specific, narrow question, collect quantifiable information from individuals: analyze those numbers using facts and objective manner.[53] Quantitative research is the collection and analysis of numerical data in order to explain, predict, and/or control phenomena of interest.[54] Quasi-experimental designs identify a comparison group that is as similar as possible to the treatment group in terms of based characteristics.[55] The method of the research design is illustrated as follows:

Table 3. 1
Experimental Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment Group	X^1	X	X^2
Control Group	X^3	-	X^4

Explanation :

X^1 : Pre-Test of Experimental Group

X   : Treatment of Experiment Group

X^2 : Post-Test of Experiment Group

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[53] Salawatiyah, "The Effect Of Using Kahoot Games Application In Teaching English Especially To Enhance Students' Reading Comprehension." State Islamic University Sulthan Thaha Saifuddin Jambi, 2021.

[54] Airasian, *Educational Research Competencies for Analisys and Applications*. 8th ed., n.d.

[55] White and Sabarwal, *Quasi-Experimental Design and Methods*. Unicef Official of Research-Innocenti, 2014: 8.

X^3 : Pre-Test of Control Group

X^4 : Post-Test of Control Group

In this situation, the students are grouped into experimental and control classes. The experimental class is provided with the material in the learning process by using jeopardy games as the treatment, and the control class is not given the treatment in the learning process. This research was conducted at SMPN 1 Parang Magetan.

B. Research Setting

The research setting is the place where the research is conducted. The research setting plays an important role in supporting the success of the research. Determination of the research setting is a very important stage in quantitative research because determining the research setting means that the subject, object, and research objectives have been determined, making it easier for researchers to conduct research. This study was conducted at SMPN 1 Parang Magetan. SMPN 1 Parang Magetan is located in Parang-Lembeyan streets, Parang district, Magetan Regency.

C. Population and Sample Research

In this research, the researcher collected population and sample to do the research as follows:

1. Population

According to Arikunto, the population is the whole research subject. A population is a group to which a researcher would like the results of a

study to be generalizable.[56] The population in this study are all seventh-grade students at SMPN 1 Parng Magetan, totalling 190 students. The population is a generalization area consisting of objects or subjects with specific qualities and characteristics the researcher determines to be studied and then drown the conclusions. The population is not only people but also subjects and other natural objects. The total number of students can be seen the table below:

Table 3. 2

The Population of the Research

CLASS	TOTAL OF STUDENTS
VII A	30
VII B	30
VII C	30
VII D	30
VII E	24
VII F	24
VII G	22
TOTAL OF ALL STUDENTS	190

2. **Sample**

A sample is a small subgroup chosen from the larger population. It is the process of selecting several individuals for a study so that the individuals represent the larger group from which they were selected. The purpose of the sample is to gain information about a larger population.[57] In selecting the sample, the research used simple random sampling. The

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[56] Arikunto, *Prosedur Penelitan Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2014.

[57] Airasian, *Educational Research Competencies for Analisys and Applications*. 8th ed., n.d

samples of this study are two classes of seventh-grade students, class VII A consisting of 30 students, and class VII B consisting of 30 students. The researcher used class VII A as a control class and VII B as an experiment class. There are 60 students of SMPN 1 Parang Magetan taken as the sample in this research.

D. Instruments and Data Collection

The researcher collected the data through tests as research instrument. In collecting the data, the researcher used the instrument to obtain the important data.[58] A test is an instrument used for this research. The test was divided into: pre-test and post-test. The test is in the form of multiple-choice questions totaling 20 questions (descriptive text). Every test item consisted of four answer options (a,b,c, and d). Therefore, the total score was 100 if the students could answer all the items correctly.

Table 3. 3

Blue Print of Test Indicator

No.	Theory	Indicators in Reading Comprehension	Number of Questions	Pre-Test	Post-Test
1.	Richard and Sharpe, *Reading Skill: Teori dan Praktik Pengukurannya*	Determining main idea. - "What is the text mostly about?..." - "The second paragraph tells about?..."	5	1, 5, 7, 8, 17.	1, 5, 7, 8, 17.

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[58] Abdullah, *Metode Penelitian Kuantitatif*. Aswaja Pressindo, 2015.

2.		Finding specific information. - "Why is the writer almost impossible to be angry at his cat?..." - "When do owls usually hunt their prey?"	6	2, 6, 13, 16, 18, 19.	2, 6, 13, 16, 18, 19.
3.		Reference. - "He is fourteen years old and four years younger than me. The underline word refers to ... " - "I must get water from a well and babysit my sister. The word 'I' refers to ..."	3	4, 9, 11.	4, 9, 11.
4.		Inference. - "Which of the following statement is NOT true?..." - "Which statement is TRUE based on the text above?..."	4	3, 10, 14, 20.	3, 10, 14, 20.
5.		Vocabulary. - "They are typically 'solitary'. 'Solitary' means ... " - "Though he is not a pricey cat, I love him so much. What does the word 'pricey' means? ... "	2	12, 15.	12, 15.
		TOTAL		20	20

E. Technique of the Data Collection

The data collection technique is intended to aid the success of this study. It assists the researcher in obtaining data and information regarding the process of improving students' reading comprehension through the use of the Jeopardy game.

The students were given a pre-test before learning through the Jeopardy game. The number of questions given during the pre-test was 20 questions. At the next meeting, students were taught reading comprehension through the Jeopardy game. With this media, it's hoped that students could be more interested in participating in game sessions.

The tests were given to both the experimental and control class to identify a comparison between students who are taught by using Jeopardy Game and those who are not. The pre-test was conducted of the groups to know students' scores in learning reading comprehension before treatments were given. In the following steps, the researcher gave first treatment, second treatment, and third treatment by using Jeopardy game to the students. The last, the post-test was given to the students after the treatment.

F. Validity and Reliability

Before the instrument is used in research, the instrument must be tested first. It aims to obtain information about the validity and reliability of the instrument.

1. Validity Test

A validity test is a measure that shows the level of validity of an

instrument. An instrument is said to be valid if it can measure what is desired and can reveal data from the variables studied appropriately. The formula used is the Pearson Product Moment correlation, which is as follows:

$$r_{xy=} \frac{N \sum xy (\sum X)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Description :

r_{xy}= Validity coefficient

N = Total of responden

x = Total score x

y = Total score y

Research is valid if the instrument can measure what it should measure and can reveal what it wants to measure. Meanwhile, validity is a measure that shows the levels of validity or validity of an instrument. In this study, to check the validity of the test using SPSS 23.0.

Table 3. 4

The Result of Validity Test

No	"r" Calculate	"r" Table (0,05)	Criteria
1	0.490	0.361	VALID
2	0.386	0.361	VALID
3	0.450	0.361	VALID
4	0.437	0.361	VALID
5	0.141	0.361	INVALID
6	-0.150	0.361	INVALID
7	0.387	0.361	VALID
8	0.365	0.361	VALID
9	0.560	0.361	VALID

10	0.561	0.361	VALID
11	0.495	0.361	VALID
12	0.683	0.361	VALID
13	0.370	0.361	VALID
14	0.127	0.361	INVALID
15	0.408	0.361	VALID
16	0.386	0.361	VALID
17	0.584	0.361	VALID
18	0.382	0.361	VALID
19	0.408	0.361	VALID
20	-0.262	0.361	INVALID
21	0.038	0.361	INVALID
22	0.508	0.361	VALID
23	0.464	0.361	VALID
24	0.423	0.361	VALID
25	0.541	0.361	VALID
26	0.108	0.361	INVALID
27	0.443	0.361	VALID
28	0.464	0.361	VALID
29	0.081	0.361	INVALID
30	0.370	0.361	VALID

From the table above, it can be conclude that there are 23 valid items and seven invalid items. Then, the researcher used 20 items for research.

2. Reliability Test

Reliability is an index that shows how much the measurer can be trusted or relied on. An instrument is reliable if it gives constant results, even if anyone does it. The formula used to measure reliability in this study is the Alpha Cronbach formula.

Table 3. 5

The result of the Reliability calculation

Reliability Statistics

Cronbach's Alpha	N of Items
.663	31

Table 3. 6

Test Item Reliability

r alpha	r table	Criteria
0.663	0.361	Valid

The sample in the reliability test is VII C (n), n = 30 and the significance of the table in 5% was 0.361. Based on the calculation, the reliability students' instrument was 0.663. It means the $r_{count} > r_{table} = 0.663 > 0.361$ so the test was reliable.

G. Technique of Analysis of the Data

The final step in the research process is data analysis. This step aims to know whether the students have good improvement in their learning or even become worse after getting the treatment. The researcher employed the statistical computation of the *t-test* to calculate the pre-test and post-test findings when assessing the data. Before analyzing the data with a *t-test,* the researcher measured the normality and homogeneity of the data. It was aimed to see whether the data is normally distributed and homogenous or not.

1. Normality test

The normality test was calculated to see whether the data were normal or not. Both for the experimental class and control class. In this study, the research used the *Kolmogorov-Smrinov* method in SPSS to

test the normality. The criteria to measure normality of the data were if the significance > 0,05 it means that the data is normally distributed, and if the significance < 0,05 it means that the data is not normally distributed.

2. **Homogeneity test**

The homogeneity test is intended to determine whether the two classes have a variance that is not much different, both classes using the Jeopardy game and those taught without Jeopardy game. To calculate the homogeneity of the test, the researcher used the SPSS 23.0 program for Windows.

3. **Hypothesis test**

Analysis data is processing the data obtained by using formulas or rules that apply to the research. The researcher used a *t-test* to analyze the data. The researcher used an *Independent sample t-test* in SPSS 23.0 to measure the data. An independent sample t-test is a comparative or different test to know whether there is a significant difference in the mean or means between the two independent groups on an interval or ratio scale. The first group was students who were taught the Jeopardy game, and the second group was students who were taught without the Jeopardy game. The criteria for testing the hypothesis are as below:

Ho   : If $t_{test} < t_{table}$ in significant degree 5%

Ha   : if $t_{test} > t_{table}$ in significant degree 5%

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. General Finding

1. The Geographic Location of SMPN 1 Parang Magetan

SMPN 1 Parang Magetan is located on Jl. Raya Parang Lembeyan Tamanarum village Parang sub-district Magetan regency East Java province.

2. Vision and Mission of SMPN 1 Parang Magetan

The realization of Educated, Excellent Achievement, Pancasila, Religious and Environmentally minded students, abbreviated as "STUPA BERLIAN".

a. Vision

1) Realization of increased faith and devotion to God Almighty. (Religious)

2) Realizing an increase in the application of Pancasila values in daily life. (Pancasila)

3) The realization of good personality and ethics toward others in the character of honesty, discipline, caring, politeness, self-confidence, and responsibility in interacting with the social and natural environment. (Educated)

4) Realizing and increasing student competency in academic and non-academic achievements. (Excellent performance)

5) Realizing an increase in students' awareness of being and caring

for the environment (Environmental insight)

b. Mission

1) Increase the habituation and training of students to be firm in carrying out worship in accordance with their religion and beliefs. (Religious)

2) Increase students' insight and awareness of national and state life, respect each other, be democratic, and be able to apply Pancasila values in everyday life. (Pancasila)

3) Improve the character of students to have noble character, namely honesty, discipline, caring, politeness, self-confidence, and responsibility in interacting with the social and natural environment (Educated)

4) Increase student competency in knowledge and skills so that students have skills in academic and non-academic fields. (Excellent performance)

5) Increase students' insight and awareness in creating a clean, beautiful and comfortable school environment to minimize plastic waste and environmental damage. (Environmentally conscious)

B. **Data Description**

The result of research completed at SMPN 1 Parang Magetan, 60 data were obtained in the form of students' reading comprehension. The researcher used a quasi-experimental design in this study. The researcher took two

classes as a sample, with 7A as a control class and class 7B as an experimental class. The data was divided in two classes, with details of 30 data obtained from classes treated with a Jeopardy Game and 30 data obtained from classes treated without a Jeopardy Game. At the conclusion of this research, the researcher compared students who were taught with Jeopardy Game and those who were taught without Jeopardy Game. The researcher made a lesson plan in advance before she taught the students for guidance in the class.

1. **Schedule of the Research**

This research was conducted throughout five meetings. There are five meetings of this research. The experimental class included a pre-test, the first, second, and third treatments delivered through Jeopardy game, and a post-test. On May 9th,2022, the researcher conducted a pre-test for class 7B. During the first meeting, the researcher conducted a pre-test to determine the students' reading comprehension before the treatments. On May 14th,2022, the researcher gave the first treatment to the student. The material was descriptive text. The researcher explained language future, generic structure, and simple present tense about people, things, and pets. On May 16th,2022, the researcher conducted the second treatment. The material identified descriptive text about people and introduced the Jeopardy game to the students. On May 21st, 2022, the researcher conducted the third treatment. The final treatment was identifying descriptive text using Jeopardy game regarding tourism objects. The

post-test was administered on May 23rd, 2022. The researcher administered a post-test to determine the students' reading comprehension.

The control class included a pre-test, first treatment, second treatment, third treatment, and post-test. On May 9th, 2022, the researcher was conducted a pre-test for class 7A. The researcher gave the first treatment on May 11th, 2022. The material was descriptive text. The researcher explained language future, generic structure, and simple present tense about people, things, and pets. On May 16th, 2022, the researcher conducted the second treatment with identifying descriptive text material about people. The last treatment was on May 18th, 2022, when the material identified descriptive text about tourism objects. The post-test was administered on May 23rd, 2022. The researcher delivered the students a post-test to measure their reading comprehension.

2. The Procedure of the Research

This part discusses two points of the research procedure: the procedure in the experimental class and the procedure in the control class.

a. The Procedure of the Research in Experimental Class

The researcher chose the 7B class for the experimental class. This class consists of 30 students. At this first meeting, the researcher delivered a pre-test to the students during the research. A multiple-choice test includes 20 questions about descriptive text. The test takes

around 40 minutes. After that, at the next meeting, the researcher taught students about Descriptive Text. The researcher explained descriptive text with an example, language future, generic structure, and simple present tenses. At the end of the teaching and learning process, the researcher practiced completing descriptive text about someone to the students. At the second meeting, the researcher reviewed and requested the materials from the previous meeting, as well as provided an example. Then, the researcher introduced the Jeopardy game and asked the students to apply the media. At the end of the teaching-learning process, the researcher provided the students multiple-choice questions based on the Jeopardy game.

At the third meeting, the researcher reviewed and asked for the material from the previous meeting. Here, the researcher also invited students to apply the Jeopardy game at the previous meeting. At the end of the teaching-learning process, the researcher gave multiple-choice questions using the Jeopardy game to the students to find out how far their understanding was. Finally, students can understand reading related to descriptive text. This is apparent in the review of the student scores, which have increased at each meeting. The researcher can conclude that the Jeopardy game significantly improves students' reading comprehension. At the end of the meeting, the researcher delivered a post-test to the students.

b. The Procedure of the Research in Control Class

The researcher chose the 7A class as the experimental class. This class includes 30 students. At the first meeting, the researcher delivered a pre-test to the students at the beginning of the study. The multiple-choice test includes 20 questions about descriptive text. The test takes around 40 minutes. After that, the researcher taught students about Descriptive Text at the next meeting. The researcher explained descriptive text with an example, language future, generic structure, and simple present tenses. At the end of the teaching-learning process, the researcher practiced completing descriptive text about someone to the students. In the second meeting, the researcher reviewed and asked for the material from the previous meeting and gave an example. At the end of the teaching and learning process, the researcher gave multiple-choice questions.

At the third meeting, the researcher reviewed and asked for the material from the previous meeting. At the end of the teaching and learning process, the researcher presented multiple-choice questions to the students to find out how far their understanding was. Finally, students can understand reading related to descriptive text. At the end of the meeting, the researcher delivered a post-test to the students.

3. The Students' Achievement of Experimental Class

The followings are the pre-test and post-test scores of class 7B (Experiment Class), which are taught by Jeopardy Game, as indicated in

the table:

Table 4. 1
The Score of Students' Pre-Test and Post-Test in Experimental Class

No	Name	Score	
		Pre-Test	Post-Test
1.	AAC	70	85
2.	AZ	50	70
3.	AEN	70	95
4.	BAS	65	90
5.	CRA	55	85
6.	DS	60	80
7.	DAR	75	95
8.	EYK	65	80
9.	FNFP	50	75
10.	FKS	70	85
11.	GM	80	100
12.	IIR	85	95
13.	IAW	55	80
14.	J	60	75
15.	KAH	65	80
16.	LNP	75	90
17.	MM	80	95
18.	NAS	60	80
19.	NDH	70	85
20.	O	50	70
21.	RAS	55	85
22.	RAP	60	75
23.	RA	65	90
24.	SKMP	70	95
25.	SRU	50	85
26.	SZ	75	90
27.	UUM	65	80
28.	VRPA	60	75
29.	WFY	65	80
30.	YGR	60	85

TOTAL	1.940	2.530

The data above are the outcomes of a students' reading comprehension in an experimental class before learning with the Jeopardy Game, where the maximum score obtained before using the Jeopardy Game in the experimental class was 85, while the lowest score was 50. The total score in the experimental class for the pre-test was 1.940, and the post-test was 2.530.

Table 4. 2
Frequency distribution of pre-test in experimental class

Pretest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	10.0	10.0	10.0
	55	4	13.3	13.3	23.3
	60	6	20.0	20.0	43.3
	65	6	20.0	20.0	63.3
	70	5	16.7	16.7	80.0
	75	3	10.0	10.0	90.0
	80	2	6.7	6.7	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the distribution data, it can be concluded that the students' reading comprehension scores are very diverse. 10% (3 students) obtained a score of 50, 13.3% (4 students) obtained a score of 55, 20% (6 students) obtained a score of 60, 20% (6 students) obtained a score of 65, 16.7% (5 students) obtained a score of 70, 10% (3 students) achieved a score of 75, 6.7% (2 students) obtained a score of
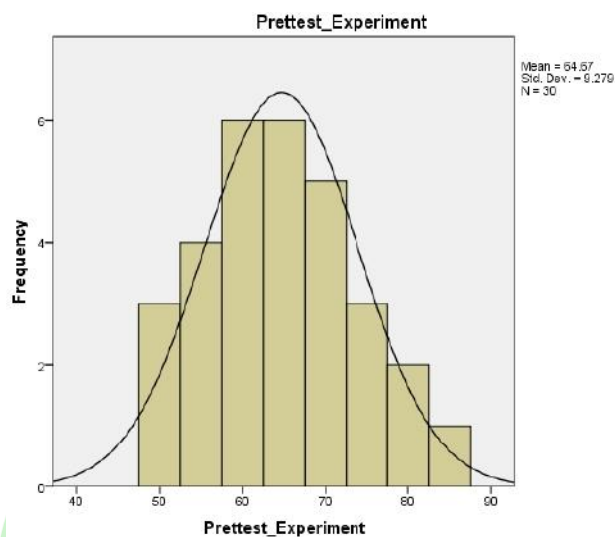
80, 3.3% (1 student) obtained a score of 85.

Figure 4. 1
Score pre-test in experimental class

Table 4. 3
Frequency distribution of post-test in an experimental class

Posttest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	6.7	6.7	6.7
	75	4	13.3	13.3	20.0
	80	7	23.3	23.3	43.3
	85	7	23.3	23.3	66.7
	90	4	13.3	13.3	80.0
	95	5	16.7	16.7	96.7
	100	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the distribution data of post-test in the experimental class, it can be explained that the students' reading comprehension was various. There are 6.7% (2 students) obtained a score of 70, 13.3% (4 students) obtained a score of 75, 23.3% (7 students) obtained a score of

80, 23.3% (7 students) obtained a score of 85, 13.3% (4 students) obtained a score of 90, 16.7% (5 students) obtained a score of 95, 3.3% (1 student) obtained a score of 100.
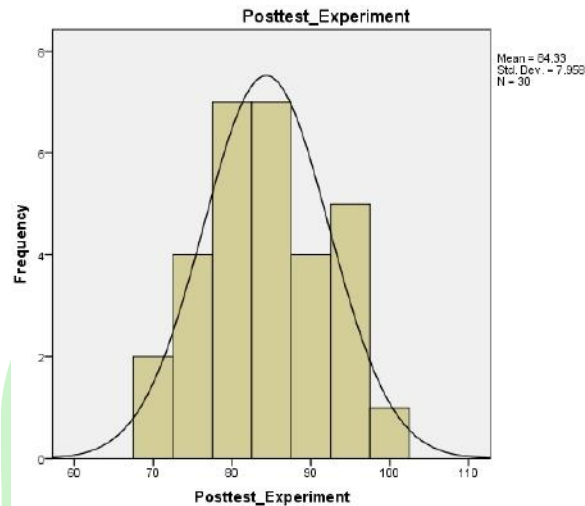

Figure 4. 2
Score post-test in experimental class

4. The Students' Achievement of Control Class

The pre-test and post-test scores for class 7A (Control Class), which is taught without the Jeopardy game, are presented in the table below.

Table 4. 4
The Score of Students' Pre-Test and Post-Test in Control Class

No	Name	Score	
		Pre-Test	**Post-Test**
1.	ATY	55	65
2.	AKVA	65	75
3.	AFN	60	80
4.	ARP	55	70
5.	BFF	75	85
6.	CRO	65	75

7.	CDS	70	85
8.	DAN	55	65
9.	DRS	60	70
10.	DBS	65	80
11.	EAP	70	90
12.	FO	65	85
13.	FP	50	75
14.	GNC	55	65
15.	GDK	75	95
16.	HMH	60	75
17.	IFR	70	85
18.	IDAW	65	75
19.	JI	70	85
20.	KSA	55	65
21.	KAW	60	75
22.	LRA	65	85
23.	MAA	75	90
24.	MBK	50	75
25.	MGBP	65	80
26.	NRP	70	85
27.	PCN	65	70
28.	RFES	55	75
29.	SPJ	75	80
30.	VRM	60	65
TOTAL		1.900	2.325

According to the data above, the greatest and lowest pre-test and post-test scores were in the Control class. The pre-test results show that the greatest score was 75, and the lowest was 50. Meanwhile, the greatest score in the Control class's post-test was 95, and the lowest score was 65. The total pre-test score was 1.900, and the total post-test score was 2.325.

Table 4. 5
Frequency Distribution of Pre-test in Control Class

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	6.7	6.7	6.7
	55	6	20.0	20.0	26.7
	60	5	16.7	16.7	43.3
	65	8	26.7	26.7	70.0
	70	5	16.7	16.7	86.7
	75	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

The distribution data presented above indicate that students'
reading comprehension was varied. There are 6.7% (2 students)
obtained a score of 50. 20% (6 students) obtained a score of 55. 16.7%
(5 students) obtained a score of 60. 26.7% (8 students) obtained a score
of 65. 16.7% (5 students) obtained a score of 70. 13.3% (4 students)
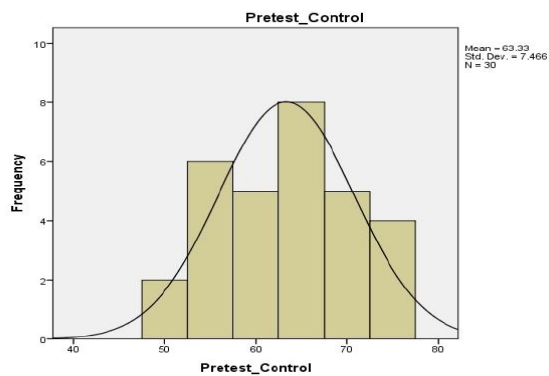obtained a score of 75.

Figure 4. 3
Score Pre-test in Control Class

Table 4. 6
Frequency Distribution of Post-test in Control Class

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	5	16.7	16.7	16.7
	70	3	10.0	10.0	26.7
	75	8	26.7	26.7	53.3
	80	4	13.3	13.3	66.7
	85	7	23.3	23.3	90.0
	90	2	6.7	6.7	96.7
	95	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the distribution data of the post-test in the control class, it can be concluded that students' reading comprehension was very varied. There are, 16.7% (5 students) who obtained a score of 65. 10% (3 students) obtained a score of 70. 26.7% (8 students) obtained a score of 75. 13.3% (4 students) obtained a score of 80. 23.3% (7 students) obtained a score of 85. 6.7% (2 students) obtained a score of 90. 3.3% (1 student) obtained a score of 95.
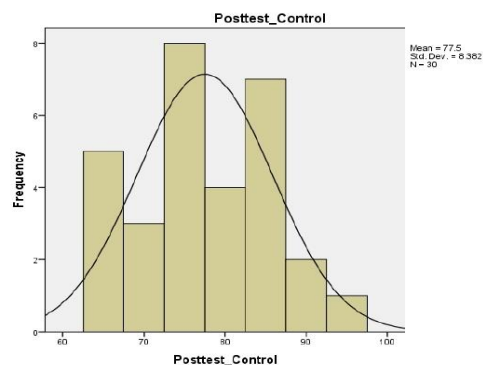

Figure 4. 4
Score post-test in control class

C. Inferential Statistics

This section provides answers based on inferential statistics. The stage in this analysis is to determine whether there are differences in reading comprehension between groups that use and without the Jeopardy game. The stages include inquiries about normality, homogeneity, and hypothesis testing with an independent sample t-test.

1. Normality Test

The normality of the data was tested to determine if it was normally distributed. The outcomes of the two samples were subjected to a normality test, specifically the reading comprehension results in the experimental class and the reading comprehension in the control class. A normality test of the data was used to determine whether the data was normal or not. If the data was normally distributed, sig > 0.05, and if the data was not normally distributed, sig < 0.05. the SPSS 23.0 report below provides the normal test results for the experimental and control classes.

Table 4. 7
The result of Normality Test from Experimental and Control Class

One-Sample Kolmogorov-Smirnov Test		PRETES_EKSP ERIMEN	POSTTEST_EK SPREIMENT	PRETEST_CON TROL	POTTEST_CON TROL
N		30	30	30	30
Normal Parameters[a,b]	Mean	64.67	84.33	63.33	77.50
	Std. Deviation	9.279	7.958	7.466	8.382
Most Extreme Differences	Absolute	.126	.140	.155	.151
	Positive	.126	.140	.134	.151
	Negative	-.084	-.110	-.155	-.148
Test Statistic		.126	.140	.155	.151
Asymp. Sig. (2-tailed)		.200[c,d]	.136[c]	.064[c]	.081[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table above provides the normality test results from the experimental and control classes. As can be observed, the test employed the *One-Sample Kolmogorov-Smirnov Test*. The asymp. Sig. (2-tailed) from the experimental class is 0.200 for the pre-test and 0.136 for the post-test. While the asymp. Sig. (2-tailed) from the control class is 0.064 for the pre-test and 0.081 for the post-test. As a result, the data of the experiment and control classes is normally distributed because the outcomes were greater than 0.05.

2. **Homogeneity Test**

To establish if a test was homogeneous or not, a homogeneity test was performed, it was crucial because the degree of resemblance between the two groups would influence the test's outcome. The following calculations were made with SPSS 23.

Table 4. 8
The result of Homogeneity Test from Experimental and Control Class

Test of Homogeneity of Variances

NILAI

Levene Statistic	df1	df2	Sig.
.393	3	116	.758

Table 4.8 shows the results of the homogeneity test from experimental and control classes. Based on the table above, the researcher decided that the data was homogeneously distributed. The mean-based result (Sig.) is 0.758 at the 0.05 level of significance, so the

outcome is 0.758, which is more than 0.05.

3. **Hypothesis Test**

In order to determine if there was a significant difference, the researcher used a t-test using SPSS 23.0. Before doing the t-test, ensure that the data has a normal distribution and homogeneity.

Table 4. 9
The Result of Independent Sample t-Test from Experimental and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NILAI	Equal variances assumed	.543	.464	-8.812	58	.000	-19.667	2.232	-24.134	-15.199
	Equal variances not assumed			-8.812	56.685	.000	-19.667	2.232	-24.136	-15.197

Based on Table 4.9, the null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted because the result of (Sig. 2-tailed) is 0.000, which is lower than the level of significance 0.05. This means that using the Jeopardy game has a significant effect on students' reading comprehension.

D. **Discussion**

The researcher conducted this research to find out whether the students who are taught by using the Jeopardy game get better reading comprehension scores than those who are not at SMPN 1 Parang Magetan.

Suryani and Kareviati stated that the Jeopardy game has the potential to enhance students' reading comprehension. Through this game, students can

work in groups, providing support and assistance to each other during English lessons focused on reading comprehension, facilitated by the teacher. According to Asti, using the Jeopardy game to teach reading descriptive text proves to be effective. Students are required to follow the rules of the game, which involves discussing and answering questions with their group members. The students will be more active in the learning process because they will try each other to get the highest score for their team.

Before the treatment, both classes were given a pre-test to determine the students' initial abilities. The mean value of the pre-test for the experimental class was 64.67, and the mean value for the control class was 63.33. Based on the homogeneity test, it was found that two classes had the same or homogeneous variance.

After learning the initial ability (pre-test) of students from both classes, students are given different learning media for reading comprehension with descriptive text. Students in the experimental class were taught using a Jeopardy game, and students in the control class were taught using an LCD projector.

After being given the treatment, at the end of the meeting, the researcher gave a post-test with a total of 20 items in the form of multiple choice. The mean post-test results in the experimental class was 84.33, and the mean post-test in the control class was 77.50. Based on the results of the normality and homogeneity tests for the two class groups, the post-test was normally distributed and homogeneous.

The Jeopardy game in the experimental class greatly affects students' reading comprehension. This can be seen in a significant increase in the mean score of students before being given treatment, which has a mean of 64.67 and the mean after being treated has a mean of 84.33. Then, in the control class, the mean score of the students before being treated has a mean of 63.33, and the mean after being treated has a mean of 77.50.

To prove the validity of the proposed hypothesis, the hypothesis was tested using an Independent Sample t-test. From the results of the hypothesis testing, it was obtained that 0.000, which is lower than the level of significance 0.05, meaning that H_a is accepted and H_0 is rejected, make their differences with and without the Jeopardy game. When comparing the post-test mean scores of the two classes, it was observed that the experimental class, which received treatment through the Jeopardy game, exhibited a higher mean score compared to its own pre-test score and compared to the control class.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The result of this research is that the Jeopardy game has a positive effect on students' reading comprehension. The mean score of the students who are taught the Jeopardy game is higher than the mean score of students who are not. The conclusion is drawn based on the results of hypothesis testing, as follows:

1. The reading comprehension learning outcomes of students in class 7B at SMPN 1 Parang Magetan, when thaugh using the Jeopardy game, showed improvement from the pre-test mean score of 64.67 to 84.33 in the post-test.

2. The reading comprehension learning outcomes of students in class 7A at SMPN 1 Parang Magetan, when taught without using the Jeopardy game, demonstrated improvement from the pre-test mean score of 63.33 to 77.50 in the post-test.

3. There are differences in learning outcomes in students' reading comprehension between using the Jeopardy game and without using Jeopardy game in seventh grade at SMPN 1 Parang Magetan, where the mean score of the experiment class who were taught using the Jeopardy game is higher than control class who were taught without using Jeopardy game.

B. Recommendations

Considering the conclusion above, the researcher would like to suggest:

a. For English Teachers

The teachers is supposed to make the classroom a pleasant place for learning by selecting methods or techniques that are appropriate for students in order for the students to enjoy learning in class and be motivated to comprehend what the teacher is saying. After that, the teacher needed to comprehend the students' difficulties with both teaching and learning.

b. For English Foreign Language Students

The students are encouraged to enhance their reading comprehension using diverse resources, such as reading magazines, English storybooks and watching English movies. Furthermore, they are encouraged to boost their reading comprehension through enjoyable activities like playing the Jeopardy game.

c. For the next Researchers

The researcher hopes this study can be an additional reference for further research. This can make the teaching and learning process more interesting, and the students will not feel bored. It can be used for all levels, but it depends on the needs and conditions of the students.

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