

**THE EFFECTIVENESS OF JEOPARDY GAME IN TEACHING  
VOCABULARY IN SEVENTH GRADE STUDENTS AT**

**SMPN 1 GEGER ACADEMIC YEAR 2017/2018**

**THESIS**



**By**

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**THE STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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VOCABULARY IN SEVENTH GRADE STUDENTS AT  
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**THESIS**

Presented to  
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in Partial Fulfillment of the Requirement  
for the Degree of Sarjana in English Education



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## ABSTRACT

**Ado Rizqi, M. Muhammad. 2018.** *The Effectiveness of Jeopardy Game in Teaching Vocabulary (A Quasi - experimental Research in SMPN 1 Geger)*. Thesis English Education Departement, Faculty of Teaching and Education, The State Institute of Islamic Studies of Ponorogo (IAIN), Ponorogo, Adviser: Ahmad Nadhif, M. Pd.

**Key words: Jeopardy Game, Teaching Vocabulary.**

Vocabulary is crucial thing in a language. It plays an important role in language learning that links four language skills of listening, speaking, reading and writing. In many cases, student's feel difficult to learning English because they lack of Vocabulary. From this reason, the teacher must have some media to attract their student's to improve their vocabulary. One of many media is jeopardy game. This game can encourage students to think about the questions which may lead to particular answers and it will make the class feel comfortable.

The objective of this study is to find out whether there is different achievement between the students who are taught by using Jeopardy game and those who are not. The research conducted in February until March 2018 in SMPN 1 Geger. This research applied quantitative approach and used quasi – experimental design. In this research, the researcher used two class as a sample and taught by using two different media.

The experimental class is taught by using Jeopardy game and the control class is taught by using picture media. The population of seventh grade in SMPN 1 Geger consist of 160 students (class A until class E). The sample is 64 students (32 experimental class, 32 control class). The researcher use simple random sampling to help choose the sample in this research. The data was observed through test and this research conducted by following procedures such as follows : giving the pre-test, giving treatment, and giving the post-test.

After getting the score of the post-test, the data were analyzed and processed by using T-test formula in SPSS Program. The result of this research shows that the average of pre-test of experimental class is 64.06 and the average of post-test is 80.31. the value of T-test is 2.174 is consulted with 5% significance level with db 62, that is 2.00 ( $2.174 > 2.00$ ), so,  $H_a$  is accepted and  $H_o$  is rejected.

It can be concluded that there is a different effect on students' vocabulary achievement that is taught by using jeopardy game. In the other words, Jeopardy game is effective for students vocabulary achievement of seventh grade of SMPN 1 Geger.

## APPROVAL SHEET

This is to certify that the Sarjana's thesis of:

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Has been approved by the thesis advisor for further approval by the board of:

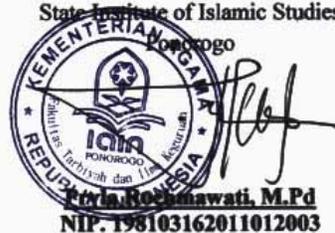
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Ponorogo, May 11<sup>th</sup> 2018



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**MINISTRY OF RELIGIOUS AFFAIRS  
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## CHAPTER I

### INTRODUCTION

In this chapter the researcher will discuss about the background of the study, limitation of problem, a statement of the problem, objective of the study, the significance of the study, and organization of the study.

#### A. Background of the study

Vocabulary is the part of every language in the world. In English language, Vocabulary knowledge is often viewed as a tool for second language learners because a limited vocabulary in a second language impedes successful communication<sup>1</sup>.

There are four skills in English language : Speaking, Listening, Writing, and Reading. These four skills are often divided into two types, productive skills and receptive skills. Productive skills is a term for speaking and writing. Receptive skills is a term used for reading and listening, skills where meaning is extracted from discourse.<sup>2</sup>

Richards in his book says that Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. He added:

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<sup>1</sup> Mofareh Alqahtani. *International journal of teaching and education*. Vol. III, no. 3/2015. P.22

<sup>2</sup> Jeremy Harmer. *The practice of English Language Teaching*. UK: Pearson. pg. 265

“Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television”.<sup>3</sup>

Mastering vocabulary means that we know all the words in the language which we use. Rivers in David Nunan have argued that the acquisition of an adequate vocabulary is essential for the successful the language learner, without an extensive vocabulary they will be unable to use the language communicatively<sup>4</sup>. From the statement above, learning and mastering English vocabulary is important for learners especially for seventh grade students because English became foreign language in Indonesia and it will help students to master the language skill easily.

On learning vocabulary, based on writer experience, students have problems to understand the meaning when students found a new word for books or other resources. Beside that, students still confuse how to use or choose suitable words to describe a place, person, things, and action. Most of them find that the meaning of words is same one each other when students search it in their dictionary. This condition has become worse, because many teachers use the same words in learning vocabulary. For

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<sup>3</sup> Jack C Richard and Willy A Renandya. *Methodology in Language Teaching*. UK : Cambridge University Press.2002. p.255

<sup>4</sup> David Nunan. *Language Teaching Methodology*. UK : Prentice Hall International. 1991. p.118.

example, when the Mid Examination held, many sentences used some word clue as same as with previous exam in each grade.

Based on the fact above, it is the teachers' duty to find another way to teaching English. Teachers objective beside to deliver the material, is to make teaching English, especially teaching vocabulary, in class is more interesting and effective to help students learning it. But, it is not easy to make English teaching effective and interesting, because it is very depend on the technique that teachers' uses in class. Memorizing technique or maybe speech technique is not effective anymore in teaching vocabulary, because it cannot stimulate the student to build up or increase their vocabulary dictionary.

Therefore, it is very important to solve the problem when teachers teaching English especially teaching vocabulary. That's why the writer wants use game as a medium for teaching English, especially vocabulary in the class. According to Hadfield, the inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and act as a diagnostic tool for teaching. Beside that, the using games in teaching English are to make students feel relax and enjoy when they learning in class.<sup>5</sup>

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<sup>5</sup> Jill Hadfield. *Intermediate COMMUNICATION Games*. England : Wesley Longman, Edinburgh Gate.1990.

From the reason above, the researcher used jeopardy game as a media to increase students' vocabulary in learning English and to make class enjoyable place to learn English. Jeopardy is an activity to encourage students to think about the questions which may lead to particular answers<sup>6</sup>. Therefore, the researcher conducted a study on the title "The Effectiveness of Jeopardy Game in Teaching Vocabulary at Seventh grade Students."

#### **B. Limitation of the problem**

To focus the learning and to avoid a distortion in the original purpose of the research object of this study, the researcher wants to focus on the teaching vocabulary method of Seventh Grade students.

#### **C. Statement of the problem**

Based on the background study above, the researcher formulates the research question :

Is jeopardy game effective in teaching vocabulary?

#### **D. Objective of the study**

This study is aimed in knowing of the effectiveness of Jeopardy Game in Teaching Vocabulary at Seventh Grade of SMPN 1 Geger.

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<sup>6</sup> Northern Ireland Curriculum. *Active Learning and Teaching Method for stage 1&2*. A PMB Publication, 2007.p.40

Beside that, this research is to help both Teacher and student to get a new method to teach and learning vocabulary as a modal to learn English.

#### **E. Significance of the study**

The researcher hope that this research will be usefull for the student, teacher, and the readers. The result can be found as follows:

##### 1. Theoretically

- a. The result of this study will be useful and contribute to scientific treasure in the field of education
- b. For the purpose of scientific study and for information and reference for other researchers who want to conduct further research.

##### 2. Practically

###### a. For the students

By learning vocabulary using jeopardy game, the students can get some new method in learning vocabulary with a fun learning class. Furthermore, the students can improve their vocabulary dictionary by colorful media and game so they will never feel bored.

###### b. For the teachers

The researcher fully hope that this research will help teachers to add a new way in teaching vocabulary, so teachers will not only use speech method anymore in class.

Furthermore, the teacher will make students' learning process fun and colorful.

c. For the reader

This study is expected to give contribution to the readers, particularly the student in IAIN Ponorogo. By reading this research will open their mind to take another way to teaching method in class, especially teaching English.

#### **F. Organization of the study**

In this research, the researcher used the organization of the study that consist of five chapters such as follows:

The first chapter is the Introduction. It consists of background of the study, limitation of the study, a statement of the problem, objective of the study, and significance of the study.

The second chapter of this research is review of related literature that consist of theoretical background, theoretical framework, hypothesis and previous research finding.

The third chapter is research methodology. It consist of research design, population and sample, instrument of data collection, techniques of data collection, and technique of data analysis.

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

The fifth chapter or last chapter is closing. It consists of conclusion and recommendation as the end discussion content series of thesis.



## CHAPTER II

### REVIEW OF RELATE LITERATURE

In this chapter the researcher will discuss about several parts such as theoretical background, game, theoretical framework, and hypothesis.

#### **A. Theoretical background**

In this section, the researcher will discuss about definition of vocabulary, types of vocabulary, and teaching vocabulary.

##### **1. Definition of Vocabulary**

Bauer says in his books that vocabulary is about words with origin, alteration, and relationship to other words that people used in language in the world. In other words, vocabulary is a collection of the words that used by person to express something. Jack C. Richards and Willy A Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.<sup>7</sup>

We know from the statement above, vocabulary is the important part for any person to learn about language, especially for students. Without vocabulary, students as a learner cannot understand about what are they

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<sup>7</sup> Jack C. Richards and Willy A Renandya. *Methodology in Language Teaching, An Anthology of Current Practice*. New York: Cambridge University Press, 2002. pg.225

learn about. In the other words, learners should have a larger vocabulary to help them learn the English language.

According to Sahar, in his journal, that young learners need to pay attention to some elements of the English language, such as pronunciation, spelling, structure, and vocabulary. To master English skills, students must know the vocabulary of the language, i.e. a list of words with their meaning because it supports their skills' improvement<sup>8</sup>. Beside that, a lot of people, including teachers still busy to teach grammar in class. They still focus on how students can make simple sentences using present tense, past, or continuous tense, without thinking the other aspect that student need more. That is vocabulary.

According to Dellar H and Hocking, D in Thornburry, says that if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.<sup>9</sup> From Dellar and Hocking statement, we can underline that vocabulary is the most important part in learning English. Because, from vocabulary many people get lot words to express their feelings to other persons directly.

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<sup>8</sup> Sahar Ameer Baksh. *Using Games as a Tool in Teaching Vocabulary to Young Learners*. Canadian Center of Science and Education. Vol. 9, No. 7. 2016.

<sup>9</sup> Scott Thornbury. *how to teach vocabulary*. UK : Bluestone press. Oxfordshie. 1988. p.13

In writer experience many people, including teachers, think that vocabulary is a small part of language learning process and sometimes, they did not teach it to students. In facts, vocabulary become a critical tool for second language learners. Schmitt (2000) in his book emphasizes that lexical knowledge is central to communicative competence and the acquisition of a second language<sup>10</sup>.

From the statement above, we can say that vocabulary become the most important part or tool for people, including students, who want to learn English as Foreign language or English as Second language. Without correct vocabulary, people who learn English language will have problem to communicate with other people. And sometimes, this problem will make the learner feel very uncomfortable to practice a lot in the future.

## **2. Types of Vocabulary**

Gairns and Redman define vocabulary into two parts, receptive and productive vocabulary.<sup>11</sup>

- a. Receptive vocabulary is the language items which can be recognized and comprehended in the context of reading and listening material.

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<sup>10</sup> Mofareh Alqahtani. *International journal of teaching and education*. Vol. III, no. 3/2015. p.22

<sup>11</sup> Ruth Gairns and Stuart Redman. *Working with Words. A guide to teaching and learning vocabulary*. Cambridge University Press. p. 64.

b. Productive vocabulary is language items which the learner can recall using appropriately in speech and writing.

The other important aspect in vocabulary is the meaning of the words. It means that one word have relationship with the others. Penny categorized the meaning of the words such as follow :<sup>12</sup>

1. Synonyms : the word that nearly same with another words.
  - i. e.g : *beautiful = pretty.*
2. Antonym : the word that mean the opposite
  - i. e.g: *Rich X Poor*
3. Hyponyms : the word that has specific examples with another item.
  - i. e.g: *rose, lily, and jasmine* are hyponym of *flowers*
4. Cohyponyms: the words that the same kind with other things
  - i. e.g: *red, yellow, blue*
5. Superordinate: the idea that cover the specific item.
  - i. e.g: *plant* is subordinate of *rose, lily, and jasmine*
6. Translation: the words of learners' mother tongue that have meaning to other words that be taught.

It can be concluded that even the classification from some experts are different in the part of the vocabulary, but same in the point because they classify it based on a different aspect.

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<sup>12</sup> Penny Ur. *A Course in Language Teaching: Practice and Theory*. New York : Cambridge University Press. 1996. p. 62.

### 3. Teaching Vocabulary

Teaching vocabulary means that teachers teach the meaning by translating the words and more than just presenting new words.<sup>13</sup> Teachers should take into account the three important aspects of vocabulary learning—word form, word meaning and word use. In other words, vocabulary teaching should cover both the central features of lexical items and their relations with other words<sup>14</sup>. Teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words<sup>15</sup>. It can be concluded that teaching word is a crucial aspect of learning a language. In teaching vocabulary, there must teach about world relation to the others too.

For many language teachers the broader questions of what vocabulary to teach will be in someone else's hands (syllabus designers, for example), or will have already been determined by the choice of coursework or other factors. Even so, it should be a matter of great concern to teachers how their syllabuses and materials have been designed, what criteria (if

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<sup>13</sup> Jeremy Harmer. *The Practice of English Language Teaching*. New York: Longman, 1991. p.159.

<sup>14</sup> Qi Pan. *Vocabulary Teaching in English Language Teaching*. Vol. 1, No.11, 2011 . p.1587

<sup>15</sup> Mofareh Alqahtani. *THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT*. Vol. III, No. 3, 2015. p. 24

any) have been followed in making decisions about vocabulary contained in language courses, and what the goals of particular decisions are.<sup>16</sup>

Furthermore, in teaching vocabulary, according to Mofareh in his journal, Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results.<sup>17</sup>

According to Penny, there are some items that teachers must give attention to teaching vocabulary, these are :

- 1) Form : pronunciation spelling
- 2) Grammar
- 3) Collocation
- 4) Aspects of meaning 1 : denotation, connotation, appropriateness.
- 5) Aspects of meaning 2 : meaning relationships

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<sup>16</sup> Michael McCathy. *Language Teaching Vocabulary*. English : Oxford University Press.1990. p.79

<sup>17</sup> Mofareh Alqahtani. *International journal of teaching and education*. Vol. III, no. 3/2015. p.24

6) Word formation.<sup>18</sup>

There are many ways in teaching vocabulary. Some of the techniques can be used by teachers to teach vocabulary, such as:

- 1) Concise definition (as in dictionary : often superordinate with some qualifications, for example, a cat is an animal which ...)
- 2) Description (of appearances, qualities, etc.)
- 3) Examples (hyponyms)
- 4) Illustrations (picture, object)
- 5) Demonstration (acting, mime)
- 6) Context (story of sentences in which item occurs)
- 7) Synonyms
- 8) Opposites (antonyms)
- 9) Translation
- 10) Associated ideas, collocations<sup>19</sup>

There are some principles by Paul Nation in teaching vocabulary that should be considered by teachers.<sup>20</sup>

- 1) The teacher should give a clear and simple explanation

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<sup>18</sup> Penny Ur. *A Course in Language Teaching practice and theory*. UK : Cambridge University Press.1991. p. 62

<sup>19</sup> Ibid., p.63

<sup>20</sup> Paul Nation. *Teaching Vocabulary*. Asian EFL Journal, p. 2

- 2) The teacher should use the past knowledge or students experience and relate it to present teaching by drawing patterns or analogies.
- 3) The teacher should present the words by oral and written them write it on the blackboard.
- 4) The teacher should give more attention to words that are already partly know
- 5) The teacher should tell the students if it is a high frequency word that is worth nothing for future attention
- 6) The teacher must not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

## **B. Games**

Classroom activity, there are some types of learning that learn from students, visual, audiovisual, audio, and kinesthetic. In teaching vocabulary, teachers can use some of technique to facilitate in presenting vocabulary in class. These are visual technique, verbal technique, and translation.

### **a. Visual**

These include flashcards, photographs, blackboard drawing, Wallcharts and realia (i.e. Objects themselves). They are extensively

used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food, furniture, and certain areas of vocabulary.

b. Verbal

The technique includes the use of illustrative situation of synonym and definition, contrast and opposite, and scale and example. This technique involves the use of spoken or written language.

c. Translation

The technique commonly used by teachers to present a new vocabulary. Teachers can use the dictionary, and e-translate in the classroom activity.<sup>21</sup>

In this world, we can see and found many people in their activity play with other friends pleasantly. They play together without feeling bad because they feel free to do it. In different chase, we also found that some teachers use games for teaching process, not only in school but also in the course. According to wright, games is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and interact with other people usually.<sup>22</sup>

From the statement above, it can be concluded that games is an activity that can make people communicate with others especially in the

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<sup>21</sup> Ruth Grains and Stuart Redman. *Working with works. A guide to teaching and learning vocabulary*. United Kingdom : Cambridge University Press. 1986. p.73-75

<sup>22</sup> Andrew wright et.all. *Games for language learning*. New York: Cambridge University Press, 2006. p. I

classroom. When teachers use games in teaching, it can build students relationship between them because the game will make they have challenges with others. Besides that, these techniques can help teachers to increase their teaching technique in class. So, students in the class will not bore too fast and it can increase their motivation to learn about vocabulary a lot.

### **1. Jeopardy Game**

Even though there is much game can be used to teach vocabulary in this study, the researcher will choose a Jeopardy game. Jeopardy is a popular trivia game in America. For this activity, a board with categories and points is displayed for the class to see (either in PowerPoint or on the blackboard.). The researcher chooses this game because it can increase students' motivation to get a high score. Besides that, when the teacher use jeopardy game as media to teach vocabulary, it can make students more attracted and make them more focus to pay attention in the materials.

Jeopardy game has two kinds of implementation, high-tech version and low-tech. High Tech Version: Requires Computer, PowerPoint, and a TV or Projector in the classroom. A Jeopardy board with categories, points, and links are created following the instructions found online. Each point value will be able to be clicked on revealing a question. Low Tech: Paper, Blackboard, Magnets. One side of the paper has a point value, and

the other side of the paper has the question. The papers are arranged on the board, points facing the classroom, in Jeopardy fashion and held up with magnets, and the categories are written directly on the board<sup>23</sup>. Because this game has categorized as visual, so it has more color in this game.

Anuthama says that color in games with its appearance in order to separate ideas so that it can be seen more clearly, stimulates students' creativity and color captures and directs attention<sup>24</sup>.

The rules of this game are very simple, as follows:

1. Students can play individually or in groups.
2. Students must pick a category and a point value.
3. The teacher click on the chosen box for the question.
4. Students must give the answer in the form of a question before clicking again. The teacher may want to set a time limit for answering the question.
5. The teacher should click again the answer, to see if a student or group is correct

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<sup>23</sup> Ibid., p.66

<sup>24</sup> B. Anuthama. *Strategies for Teaching Vocabulary*. Journal of NELTA Vol. 15 No. 1-2 December 201. p. 3.

6. The teacher click the “Back to Board” button on the slide to return to the main board.
7. If the student or team is correct, they are awarded the point value of the question. (Click the “Score” button located on the main board to add the point value to the appropriate team score.)
8. The dollar values disappear after each question.
9. The teacher continues until all questions have been answered. The team with the most points wins.<sup>25</sup>

The objective of this game is to find synonyms, antonyms, and to answer questions related to the text such as the characteristic of the story, the organization’s structure of the text and the main ideas. According to Bender there are some objectives of jeopardy games in education for students used their ability to:<sup>26</sup>

- a. Self-assess their level of knowledge in relation to that peer.
- b. Reflect upon their personal reasons for choosing an active or a passive participation role.

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<sup>25</sup> Stephanie Taylor. *Instruction for Playing Jeopardy*. on January 17, at 08.15 a.m, 2018

<sup>26</sup> Denise Bender. *Description and Evaluation of an Interactive Jeopardy Game Designed to Foster self-Assessment*. The Internet Journal of Allied Health Sciencea and Practice Vol.3 no.4, on January 17, at 10.00 a.m 2018

- c. Critique the effectiveness of the jeopardy teaching tool in enhancing students' skill in critical decision making.

## 2. The use of the jeopardy game in Teaching Vocabulary

Teaching vocabulary using Jeopardy game is very simple, easy, and most important thing is very interesting because this technique will make students more active and interested in this activity. Before the teacher starts to use this game to teach vocabulary, the teacher must tell the rule of this game. After that, the teacher can start the game using this procedure :

1. The teacher divided student into several groups depend on how many students in class.
2. The teacher shows the slides on power point. The first slide is cover of this game. The second slide includes 4 topics and 5 scores (this part depends on how the teacher want made the topic and the score) and there are question behind each score.



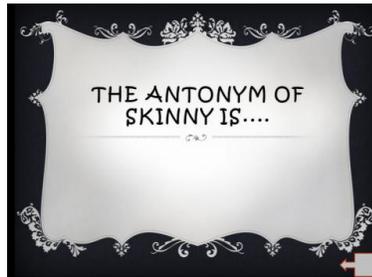
The image shows a Jeopardy! game board. At the top, the word "JEOPARDY!" is written in a blue cloud. Below it is a grid of 20 question boxes arranged in 4 rows and 5 columns. The columns are labeled with scores: 100, 200, 300, 400, and 500. The rows are labeled with topics: PERSONALITY, COLOUR & SIZE, BODY, FACE HAIR, and AGE. Each box in the grid contains a red question mark.

	100	200	300	400	500
PERSONALITY	?	?	?	?	?
COLOUR & SIZE	?	?	?	?	?
BODY, FACE HAIR	?	?	?	?	?
AGE	?	?	?	?	?

3. Teachers must not forget to choose who will be the first team, second team, etc. After finish the preparations, the teacher

commands student from the first group who can raise or put their hands on the table.

4. The group can choose one topic with one score that they want. For example, group 4 choose “Body, Face, Hair” with the score 300.



5. If the group can answer the question, score 300 for them.
6. The student cannot use a dictionary, but they can ask their member of the group about what is the answer
7. If the group cannot answer the question, the teacher will choose another group who raises hand quickly
8. The group gets the highest score win
9. This game is ongoing for about 45 minutes
10. After all, the question are answered, the teacher and students discuss it together

### **C. Theoretical framework**

One way to increase students learning English skill is use vocabulary as a tool. Many experts had told us that without vocabulary, we will feel difficult to speak or say something properly. But, with vocabulary, we can express anything without worry to make mistakes.

According to the researcher experience, students that learning English as Foreign language or Second language feel that they do not feel comfortable to learn English. They feel that failure come to them, because they do not have tools to help them learning English. Teachers only focus on how to teach students to make sentences using present, past, and continuous tenses, without seeing that students need vocabulary too.

This research uses quantitative research, and the title is The effectiveness of Jeopardy Game in Teaching Vocabulary at Seventh grade student of SMPN 1 Geger in academic year 2017/2018. This research will use Jeopardy Game as media to know and to improve students vocabulary mastery. After that, the researcher will observe this process to know, is there any significant difference score between students who taught by Jeopardy game and without teaching by Jeopardy game in Seventh grade student of SMPN 1 Geger in academic year 2017/2018.

The step to know The effectiveness of Jeopardy Game in Teaching Vocabulary at Seventh grade student of SMPN 1 Geger in academic year

2017/2018, are : first, the researcher will give a pre-test to the experimental group and a control group. Second, after the researcher sees the result of pre-test, he teaches experimental group using Jeopardy game and teach controlling group without jeopardy game. Third, the researcher will give a post - test for experimental and controlling group. The last, the researcher will see the result and find the significant difference between them.

#### **D. Previous research finding**

Siti Faiqotun Muthoharoh in her thesis titled “An Experimental Study Of Using Jeopardy Game Towards Students” Mastery On Passive Voice At The Second Year Students”, wanted to know the profile of students” mastery of passive voice taught using Jeopardy game and those who are taught without using it and wanted to explore whether or not any difference in mastery among students taught passive voice by using Jeopardy game and without using it. The researcher used quantitative approach is considered as an appropriate research design. Then the result of this research is students who lack of passive voice and taught by using Jeopardy got high score than students who did not teach by using Jeopardy<sup>27</sup>

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<sup>27</sup> Siti Faiqotun Muthoharoh. *An Experimental Study Of Using Jeopardy Game Towards Students’ Mastery On Passive Voice At The Second Year Studentsof SMA N 1 Jekulo Kudus in The Academic Year of 2013/2014*. Salatiga : State Institute of Islamic Studies (STAIN) Salatiga, 2013.

The second relevant study is from Miftahul Jannah. In her skripsi titled "Using Games in improving Students' vocabulary", wanted to improve students' vocabulary in the easiest way through using games. She used qualitative techniques that conducted with the result of CAR. This research consisted of two cycles and each cycle consisted of four phases; planning action, observation, and reflection. The result of this research is students' can improve their vocabulary and they were interested in learning vocabulary by using games.<sup>28</sup>

Based on their research above, the researcher was interested to use the Jeopardy game in English class as media to attract students' attention to get more focused on the material in the class. The researcher got the ideas that what students like, they will learn how to cooperate with their friends and enjoy themselves in learning English.

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<sup>28</sup> Miftahul Jannah. *Using Games in Improving students' Vocabulary*. Jakarta: UIN Syarif Hidayatullah, 2011.

## E. Hypothesis

Based on the theoretical framework above, the researcher have hypothesis as follows:

$H_0$ : There is no significant difference score between students who taught by Jeopardy Game and who are not taught by Jeopardy Game

$H_1$ : There is a significant difference score between students who taught by Jeopardy Game and who are not taught by Jeopardy Game.



## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter the researcher will discuss about research design, population and sample, instrument of data collection, validity and reliability, technique of data collection, technique of data analysis.

#### A. Research design

This research applied a quantitative approach. A Quantitative approach is a means for testing objective theories by examining the relationships among variables. These variables, can be measured, typically with instruments, so that numbered data can be analyzed using statistical procedures.<sup>29</sup>

In this study, the researcher will use quasi experimental study. A quasi experimental study used because it depends on the availability of population. According to Ibnu Subianto “*design ini digunakan bila peneliti dapat melakukan control atas beberapa variable yang berpengaruh, tetapi tidak cukup untuk melakukan eksperimen yang sesungguhnya*”<sup>30</sup>. According to Cook and Campbell, experiment research is all experiments involve at least a treatment, an outcome measure, units

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<sup>29</sup> John W Creswell. *Research design: Qualitative, Quantitative, and Mixed Methods Approach*. USA: SAGE Publications, 2009. p.4

<sup>30</sup> Ibnu Subiyanto. *Metodologi Penelitian*. Universitas Gunadarma. p. 118

of assignment and some comparison from which change can be inferred and hopefully attributed to the treatments.<sup>31</sup> This study will have two classes, one as experimental class and the other as controlling class.

The process of this research includes pre-test, experimental treatment, and post-test. The researcher teaches the students in the experimental class by using Jeopardy Game strategy. And for the control class, the researcher taught by using picture media in teaching vocabulary. Pre-test is given before the treatment to measure their vocabulary understanding. And for the post-test is given after the researcher gives a treatment to the experimental class. The result of pre-test from both classes is compared to the result of post-test.

**Table 3.1 Design of the research :**

Group	Pre-Test	Treatment	Post-Test
Experiment (E)	O <sub>1</sub>	X	O <sub>2</sub>
Control (C)	O <sub>3</sub>	-	O <sub>4</sub>

E = Experimental Group

C = Control Group

O<sub>1</sub> = Pre-test Experimental Group

O<sub>3</sub> = Pre-test Control Group

O<sub>2</sub> = Post-test Experimental Group

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<sup>31</sup> Dale. T. Griffe *An Introduction to second language Research Methods: Design and Data* (USA: TESL-EJ Publication, 2012).pg.71

O<sub>4</sub> = Post-test Control Group

Based on the research design above, this research has two classes. Those are experimental class and control class. This research divided into three steps :

**1. Pre researcher step**

This research step consists of preparing the data that are needed by the researcher before beginning the research. The preparations can determine the experimental and the control class, arrange the lesson plan and instrument to get the data and the others.

**2. Research step**

In this research step, the researcher applies the treatment to the experimental class. The researcher, teaches the class by using Jeopardy Game strategy. While in control class, the researcher, teaches by using picture as a learning strategy. The data of the researcher will be gathered from pre test and post test.

**3. Data analysis step**

In this step, the data which are collected will be analyzed by the researcher. The steps are as follows:

4. Collect the post test score from experimental and control class
5. Test data using T-test

T-test is one of statistical test that used to test the correctness or error of null hypothesis which declare that between two sample mean which randomly taken from same population there is no significant difference. Before conducting T-test, the researcher must find the other result, they are means, standard deviation, and standard error from each variable.

$$T = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

$M_1$ : Mean of first group

$M_2$ : Mean of second group

$SE_{m_1 - m_2}$ : Standard error between two of means



## **B. Population and sample**

### **1. Population and Sample**

Population is the whole subject. The population or universe is the sum total of the units or individuals whose characteristics are to be examined<sup>32</sup>. If someone wants to examine all elements that exist within the researcher are, the research also called population studies.

The population of this research is taken from the Seventh grade students' of SMPN 1 Geger. The seventh grade student of SMPN 1 Geiger consists of 5 classes: VII A, B, C, D, E in academic years 2017/2018. Each class consist of 32 students.

The sample is a portion of a population. The sample is part of the population whose characteristics are to be investigated. Kultarr says in his books, sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole.<sup>33</sup> It can be concluded that the sample is a small part of the population that is representing the whole subject of the research.

The researcher use simple random sampling to help choose which class that will use as a sample of the research population. According to Ibnu subiyanto in his book, simple random sampling is a sampling technique that provides equal opportunity for all members of the

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<sup>32</sup> Dr. Kuntjojo. *Metodologi Penelitian*. Kediri, 2009. p.29

<sup>33</sup> Kultar Singh, *Quantitative Social Research Method* . India : SAGE Publications, New Delhi, 2007. pg. 88

population. this sampling technique is done in a very simple way in a very simple way as long as every element in the population is given equal opportunity to be sampled<sup>34</sup>. From the sampling technique above, the researcher found that class VII A and VII D at SMPN 1 Geger academic year 2017/2018 as experimental and control class. Each class consists of 32 students. VII A decided as the experiment class which is taught by using Jeopardy Game technique and VII D decided as a control class which is taught by using picture media.

### **C. Instrument of data collection**

The data collection instrument is the selected equipment and the use of researcher to gather data to make systematic study and easier. Data means observations or evidences. The scientific educational researches require the data by means of some standardized research tools or self-designed instrument.<sup>35</sup>

In this research, the instrument to collect data is test. The test is constructed by the researcher based on the standardized procedure of making the test. The test is divided into two parts, pre-test and post-test. The pre-test is directed at the beginning study before the treatment and the post-test is given after the treatment. Pre-test was to gain information about the student achievement before the treatment as the teaching

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<sup>34</sup> Ibnu Subiyanto, *Metodologi Penelitian*. Universitas Gunadarma.pg. 75

<sup>35</sup> Yogesh Kumar Singh. *Fundamental of RESEARCH METHODOLOGY and STATISTIC*. (New Age International. New Delhi. 2006) p.213

process. Post-test is to gain information about the student achievement after the teaching process finish. The test can be see in the appendix.

#### D. Validity and reliability

##### 1. Test of Validity

Validity suggests truthfulness and refers to the match between a construct, or the way a researcher conceptualize the idea in a conceptual definition, and a measure. It refers to how well an idea about reality “fits” with actual reality.<sup>36</sup> The result is consulted to critical score for the r - product moment. If the obtained coefficient of correlation is higher than the critical score for the r - product moment, it means that the test is valid.

To calculate the validity, the researcher used SPSS program or use the formula as follows:<sup>37</sup>

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

Where:

$r_{xy}$  : Digit of index Product Moment Correlation

N : the number of respondents

$\sum XY$  : The total of result of multiplication between score of X and Y

$\sum X$  : the total score X

$\sum Y$  : the total score Y

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<sup>36</sup> W. Lawrence Neuman, *Basic of Social Research*. pg.115.

<sup>37</sup> Retno widyaningrum. *STATISTIKA Edisi Revisi*. p.107

In this research, the researcher use SPSS to measure the validity. The analyzed is used to find out the  $r_{xy}$ , the consulted with  $r_{table}$  with 5% significance level for product moment with df or db is  $n - r$ ,  $32 - 2 = 30$ . Their index is 0,49. If the value of  $r_{xy}$  is higher than  $r_{table}$ , the item is valid. If the value of  $r_{xy}$  is lower than  $r_{table}$  the item is invalid.

To test the validity and reliability of the instrument, the writer took sample 32 respondents from class VII C. Based on the test calculation of item validity shows that 5 question items are invalid (3,7,9,15,16) and 20 question items are valid.

The calculation of validity as follows :

**Table 3.2 Recapitulation Test Item Validity**

No item	'r' arithematic	'r' table	Explanation
1	0,385	0,349	Valid
2	0,627	0,349	Valid
3	0,040	0,349	Invalid
4	0,407	0,349	Valid
5	0,390	0,349	Valid
6	0,417	0,349	Valid
7	0,229	0,349	Invalid
8	0,551	0,349	Valid
9	0,095	0,349	Invalid
10	0,417	0,349	Valid
11	0,477	0,349	Valid
12	0,421	0,349	Valid
13	0,390	0,349	Valid
14	0,479	0,349	Valid
15	0,041	0,349	Invalid
16	0,166	0,349	Invalid
17	0,419	0,349	Valid
18	0,421	0,349	Valid
19	0,419	0,349	Valid
20	0,354	0,349	Invalid
21	0,393	0,349	Valid

22	0,419	0,349	Valid
23	0,385	0,349	Valid
24	0,390	0,349	Valid
25	0,369	0,349	Valid

## 2. Test of Reliability

Reliability was the ability of a measurement instrument to measure the same thing each time it was used. To calculate the reliability test, the researcher used SPSS program or use the formula as follows :

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Formula of variant:

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Notes :

$r_{11}$  : the reliability coefficient of items

$n$  : the number of items in the test

$p$  : the proportion of student who give the right answer

$q$  : the proportion of students who give the wrong answer

$\sum pq$  : the total number of multiply between  $p$  and  $q$

$S^2$  : the standard deviation of the test

**Table 3.3 Reliability Test  
Reliability Statistics**

Cronbach's Alpha	N of Items
.805	20

Based on the calculation above, the reliability of students' reliability instrument is 0,805. The value of reliability is consulted "r" table on the significance level of 5%. The value of "r" table is 0,349. Because the value of "r" index reliability is 0,805, > "r" table (0,361) so the test is reliable.

#### **E. Technique of data collection**

In the technique of data collection, the researcher use test to collect the data. The test is used to get the primary data of this research.

## Test

The other instrument of data collecting is the research test. Test technique is a data collection technique that is done with provides a series of questions or tasks and other tools to the subject the required data<sup>38</sup>. In this study, the test is used to measure student's vocabulary achievement. A test in simple terms can be defined as is a method of measuring a person's ability, knowledge, and performance in a given domain.<sup>39</sup>

The test is used to collect the data by researchers. The tests are given to the students, both experimental and control groups, in two times. The first, students are given a pre - test. It is given before the researcher gives material and a treatment is applied to the experimental group. Pre-test is given to know the level of the student's vocabulary skill before the treatment. The second is a post - test. It is given to the students after the material are taught and treatment is given to experiment group.

In this research, the researcher used a test which has been prepared by the researcher to find out the effect of using Jeopardy Game in teaching vocabulary to students of seventh grade class. The test consist of 20 item multiple choice. The students are asked to answer the questions in 60 minutes. The time of research is showed on the table bellow :

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<sup>38</sup> Kuntojojo. *METODOLOGI PENELITIAN*. Kediri, 2009.p. 35

<sup>39</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practice* . New York: Longman, 2002. pg.3

**Table 3.4 research time**

<b>Date</b>	<b>Activities</b>
February, 28 <sup>th</sup> 2018	Pre-Test
February, 7 <sup>th</sup> – 28 <sup>th</sup> 2018	Treatment with Jeopardy Game
February, 8 <sup>th</sup> – 29 <sup>th</sup> 2018	Treatment with Picture media
April, 25 <sup>th</sup> 2018	Post-Test in Experimental class
April, 26 <sup>th</sup> 2018	Post-Test in Control class

#### **F. Technique of data analysis**

To analyze the data, the researcher use comparative technique. The researcher will compare the score before and after the treatment is given. This technique is useful to prove statistically whether or not the outcomes will be different between experimental class and controlling class. To find the difference significant from experimental class and controlling class, the researcher use T-test to find the data. Before use T-test to find the statistical result, the researcher will use Normality test and Homogeneity Test.

##### **1. Normality Test**

Normality test is used to determine whether a data set was well-modeled by normal distribution or not, or to compute how

likely the random variable is to be normally distributed.<sup>40</sup> The calculation of normality test is using SPSS Program.

## 2. Homogeneity Test

Homogeneity means the similarity variance of each group, so the researcher will faced with groups that have the same condition from the beginning.<sup>41</sup> This test is needed to compare data in some group. It is also needed to test the homogeneity of variance in comparing two or more groups. Homogeneity test in experimental research is used to know whether experimental and control group that are taken from population have same variant or not. To calculated the homogeneity of the test, the researcher will use Minitab as tools. And for the formula of homogeneity test as a follows:

$$F = \frac{Var\ max}{Var\ min} = \frac{SD_{max}^2}{SD_{min}^2}$$

## 3. T-test

After testing of normality and homogeneity test, the researcher continue to analyze the data using T-test. T-test is used to determine whether the mean of two groups is different from another. In this test, the researcher analyzes the data by comparing the score between experimental class and control class in pre-test and post-

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<sup>40</sup> Retno widyaningrum. *STATISTIKA Edisi Revisi*. p.206

<sup>41</sup> Ibid., 203

test. The result of the calculation will show whether the application of Jeopardy Game is more effective than picture media in teaching vocabulary. In this research, the researcher uses Minitab 18 to calculate the T value or using T-test formula as a follows:

$$t = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

t : The value of T

$M_1$  : Mean variable of experiment group

$M_2$  : Mean variable of control group

$SE_{M_1 - M_2}$  : Difference of standard error between experiment and control group

After calculating the T value, the researcher proposed the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) which is described as follows:

$H_0$  : If  $T_{test} < T_{table}$  in significant degree 5%

$H_a$  : if  $T_{test} > T_{table}$  in significant degree 5%

Meanwhile, the degree of freedom ( $df$ ) =  $(N_1 + N_2) - 2$ .

## CHAPTER IV

### RESEARCH FINDING

In this research the researcher will discuss about data description, analysis of the data, and discussion and interpretation.

#### A. Data description

In this research, the researcher used Quasi-Experimental research where the researcher used two classes, one as experimental class and one as control class. Then, they are taught by using different treatment to find out the effectiveness of certain treatment. In this research, the researcher took seventh grade student at SMPN 1 Geger as population. Then the researcher took two classes as sample, one is control class and the other is experimental class. The total number of students in two classes is 64 students, which mean there are 32 students in each class. At the end of the research, the researcher wants to compare the result of the test between students are taught using the Jeopardy game as the media and students are taught using the Picture as media.

## **1. The procedure of the research in experimental class and control class**

In the experimental class, the researcher taught students by using the Jeopardy game as media. The learning process was done in a set of the learning process involved in this study as pre-test, first treatment, second treatment, third treatment, fourth treatment, and post-test.

While in control class, the researcher taught students by using Picture as media. The learning process was done in a set of the learning process same as the experimental class. There was a pre-test, first treatment, second treatment, third treatment, fourth treatment, and post-test.

Before giving treatment in each class, the researcher gave the pre - test to the both of class to know the condition in each class. At pre-test the researcher gave 20 items. The form of pre-test is multiple choice.

After giving treatment by using Jeopardy game, the researcher held post-test for both experimental class and control class. It was aimed to know students' achievement after giving a treatment. There was 20 item in post-test. The form of post-test is multiple choice. The item test was same as the pre-test.

## 2. Students' vocabulary Test score of Experimental class

The result of students' vocabulary achievement of pre-test and post-test for student who taught by using Jeopardy game are showed below (Experimental class).

**Table 4.1 The score of Experimental class**

No	NAME	SCORE	
		PRE-TEST	POST-TEST
1	ATD	70	80
2	ALA	75	75
3	ADF	60	95
4	ANSE	80	65
5	CAPP	50	85
6	CBNS	75	90
7	DNAZ	60	70
8	DP	55	65
9	DARS	80	85
10	FAPH	60	95
11	GYA	70	90
12	HAZ	75	95
13	KNU	55	75
14	MYZ	70	70
15	MAAS	55	80
16	NCYA	80	85
17	NRF	75	75

<b>18</b>	NSS	60	65
<b>19</b>	NSF	55	95
<b>20</b>	OAL	70	75
<b>21</b>	RPZ	65	95
<b>22</b>	RVP	50	90
<b>23</b>	RAP	65	80
<b>24</b>	REF	50	70
<b>25</b>	RAD	65	65
<b>26</b>	RM	70	70
<b>27</b>	SBM	50	85
<b>28</b>	SFS	55	90
<b>29</b>	SBT	50	95
<b>30</b>	TSAS	65	80
<b>31</b>	TCB	75	75
<b>32</b>	WMA	60	65
<b>TOTAL</b>		2050	2570
<b>MEAN</b>		64.06	80.31

From the table above, we can see that the highest score of pre-test in Experimental class is 80, and the lowest score is 50. In post-test, the highest score of experimental class is 95 and the lowest score is 65. The total score of pre-test is 2050 with the mean is 64.06. meanwhile, the total score of post-test is 2570 with the mean is 80.31.

### **3. Students' vocabulary Test score of Control class**

The result of students' vocabulary achievement of pre-test and post-test for student who taught by using Picture media are showed below (Control class).

**Table 4.2 The Score of Control Class**

No	NAME	SCORE	
		PRE-TEST	POST-TEST
1	AAA	70	75
2	ASA	75	70
3	AFF	60	90
4	ATE	80	60
5	BAPP	50	75
6	CABNS	75	80
7	DAZ	60	60
8	DOP	55	75
9	DES	80	60
10	FAH	60	85
11	GYU	70	80
12	HAZ	75	85
13	KNU	55	65
14	MYZ	70	60
15	MAE	55	70
16	NCA	80	75
17	NRG	75	65
18	NST	60	70
19	NSFL	55	85
20	OALE	70	90

21	RPA	65	85
22	RVPT	50	80
23	RAPS	65	70
24	REFT	50	60
25	RADD	65	65
26	RMS	70	90
27	SBM	50	75
28	SFS	55	80
29	SBT	50	85
30	TSAS	65	70
31	TCB	75	65
32	WMA	55	90
<b>TOTAL</b>		2045	2390
<b>MEAN</b>		63.91	74.68

From the table above, we can see that the highest score of pre-test in control class is 80, and the lowest score is 50. In post-test, the highest score of control class is 90 and the lowest score is 60. The total score of pre-test is 2045 with the mean is 63.91. Meanwhile, the total score of post-test is 2390 with the mean is 74.68.

## **B. ANALYSIS OF THE DATA**

Before the researcher testing the hypothesis, the data had to fulfill the assumption in Normality test and Homogeneity test.

### **1. Normality Test**

Normality test is a test that is used to find out whether the data is normal distributed or not. There are some types of normality test, they are Kolmogorov-Smirnov, Lilieforsc, and Chi Square. In this research, the researcher used Kolmogorov-Smirnov to calculate the data by using SPSS 22.

**a. Normality Test of Experimental Class**

**Table 4.3 Normality Test of Experimental Class**

One-Sample Kolmogorov-Smirnov Test		KelasA
N		32
Normal Parameters <sup>a,b</sup>	Mean	80.3125
	Std. Deviation	10.62085
Most Extreme Differences	Absolute	.132
	Positive	.129
	Negative	-.132
Test Statistic		.132
Asymp. Sig. (2-tailed)		.171 <sup>c</sup>

a. Test distribution is Normal.

Based on the calculation above, the table showed that the significance value from normality test of Komogorov-Smirnov .The data result is smaller than  $D_{table} (< 0,24)$  which means that the data of control class is normality distributed.

**b. Normality Test of Control Class**

**Table 4.4 Normality Test of Control Class**

**One-Sample Kolmogorov-Smirnov Test**

		KelasD
N		32
Normal Parameters <sup>a,b</sup>	Mean	72.9688
	Std. Deviation	9.66031
Most Extreme Differences	Absolute	.139
	Positive	.139
	Negative	-.112
Test Statistic		.139
Asymp. Sig. (2-tailed)		.119 <sup>c</sup>

a. Test distribution is Normal.

Based on the calculation above, the table showed that the significance value from normality test of Komogorov-Smirnov .The data result is smaller than  $D_{table} (< 0,24)$  which means that the data of control class is normality distributed.

## 2. Test of Homogeneity

Homogeneity test is used to decide whether the data was homogenous or not. In this research, the researcher used SPSS 22 to calculate the value of homogeneity test. The result of calculation is showed below :

**Table 4.5 Homogeinity Test**

**Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
.432	1	62	.513

Based on the table above, the value of homogeneity test is 0,432. Therefore, the data can be said homogenous if the  $F_{\text{count}}$  is smaller than  $F_{\text{table}}$ . This value is smaller than  $F_{\text{table}}$ , 0,432. It means the data from experimental class and control class were homogenous.

### 3. T-test

After conducting the Normality test and Homogeneity test, the researcher was testing hypothesis. In this research, the researcher used T-test to analyze the data. T-test is a kind of statistical testing that is used to test the hypothesis in the data.<sup>42</sup> It was used to compare the students' vocabulary achievement between two class which are taught by using different media. The first group was taught by using Jeopardy Game as media and the second group was taught by using Picture as media. The researcher used SPSS 22.

**Table 4.6 Mean Score of Experimental class and Control class**  
**Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
--	-------	---	------	----------------	-----------------

<sup>42</sup> Retno Widyaningrum, Statistika pg. 151,

Score	Experimental Class	32	80.3125	10.62085	1.87752
	Control Class	32	74.6875	10.07532	1.78108

Based on the result data above, it showed that the means score of the students from Experimental class (who are taught by using Jeopardy Game) is 80.3125. while the score of the students from Control class (who are taught by using Picture media) is 74.6875. For the result of T-test is in bellow.

**Table 4.7 The Result of T-test Calculation Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score	.229	.634	2.174	62	.034	5.62500	2.58792	.45182	10.79818
Equal variances assumed									
Equal variances not assumed			2.174	61.828	.034	5.62500	2.58792	.45154	10.79846

From the table above, it can see that the value of T-test is 2,174 and the degree of freedom (df) is 62 (df = db-2; 64-2=62). The value of T table in significant 5% is 2,00. To interpret the data, the researcher formulate hypothesis as bellow:

Ha : there is significant effect of the use of Jeopardy game in students' vocabulary achievement.

Ho : there is no significant effect of the use of Jeopardy game in students' vocabulary achievement.

The result of the researcher showed that value of T-test is higher than T table. It means that Ho is rejected and Ha is accepted.

### **C. Discussion and interpretation**

From the calculation above, it was shown that the difference coefficient of students who taught by using Jeopardy game and students who are not being taught by using Jeopardy game is 2,174.

Hypothesis test ( $t_o$ ) at 2,174 from calculation above would be compared to the "t" index ( $t_t$ ) with the conditions bellow:

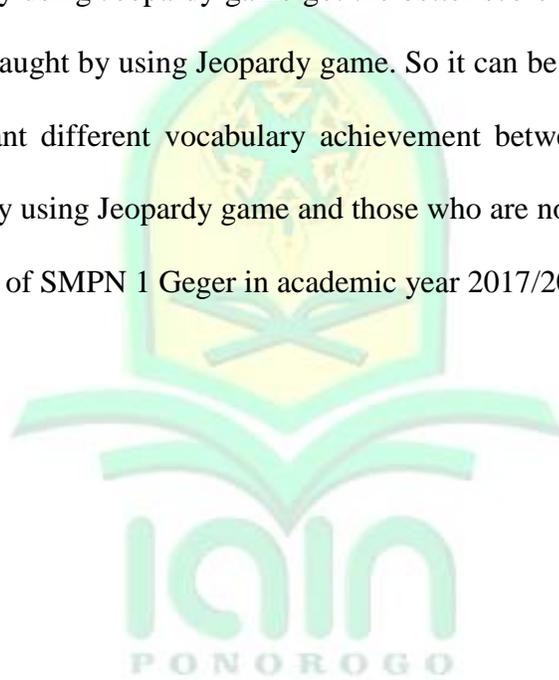
- a) If the  $t_o > t_t$  Ha was accepted. It means that there was a significance difference between two variable.
- b) If the  $t_o < t_t$  Ha was refused. It means that there was no significance difference between two variable.

To determine the value of  $t_o$  the researcher is checking db and consulted with the  $t_t$  score :

$$\begin{aligned} D_b &= n_1 + n_2 - 2 \\ &= 32 + 32 - 2 \\ &= 62 \end{aligned}$$

At the significant standard 5% the value of  $t_t$  is 2,00. Then, the value of  $t_o$  is 2,174, so  $t_o > t_t$ . it means that  $H_a$  is accepted and  $H_o$  is rejected.

From the calculation above, it can be see that the students who are taught by using Jeopardy game got the better score than the students who are not taught by using Jeopardy game. So it can be conclude that there is significant different vocabulary achievement between students who are taught by using Jeopardy game and those who are not at the seventh grade students of SMPN 1 Geger in academic year 2017/2018.



## CHAPTER V

### CLOSING

This chapter discussed about the summary of the finding, the discussion of the result in implementation of jeopardy game in teaching vocabulary achievement, and suggestions for the teacher, the reader and the next researcher.

#### A. Conclusion

Based on the result from T-test in this research, it can be concluded that there is a significant difference on student vocabulary achievement who are taught by using Jeopardy game and who are not taught by using the Jeopardy game on the seventh grade student of SMPN 1 Geger in academic year 2017/2018. The students who are taught by using Jeopardy game media got a better score than those who are not. The result of mean score of post-test showed that experimental group (80.31) is higher than control group (74.68). It has been found that the comparison between student vocabulary achievement who are taught by using jeopardy game and who are not is 2,174. This score is higher than T table which is 2,00 at the level of significant 5% with  $db = 62$ . It means that  $H_a$  is accepted. In other hand, the use of jeopardy game is effective to improve students vocabulary achievement.

## **B. Suggestion**

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

### 1. For the teacher

For the teacher, they should be creative to choose the best strategy in teaching English, especially vocabulary in order to make students' interest in attending the lesson. The teacher should present or deliver the material in an enjoyable, relaxed, and understandable situation for the students and the teacher should know which strategy is appropriate to the condition of the students.

After conducting this research, the researcher suggested to apply the jeopardy game in teaching English and vocabulary in their class.

In the learning process, the teacher should give motivation to their students in order to make them motivated in learning English.

### 2. For the students

After this research, the writer hopes that the students should have a great motivation to learn, especially in English lesson. They have to give attention during the lessons and they should have considered that they have to improve their language skill. If they did not understand about the material, they had to ask for the teacher or their friends so their skills will be improved.

3. For the readers

The researcher hopes for the readers that the result of this research can be a useful reference for further research concerning with English vocabulary.



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