
THE EFFECT OF JEOPARDY GAME TOWARD STUDENTS' VOCABULARY MASTERY

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ABSTRACT

Vocabulary is one of the language aspects that should be mastered by the students in language learning. It has a main role for the students in understanding and applying the four basic skills in language learning. Most of the teachers do not pay attention to the media that they use in gaining students' vocabulary mastery. This study aimed to find out whether the use of Jeopardy Game affected the students' vocabulary mastery or not. This study conducted a quasi-experimental design. The population of this study was comprised of 186 students of the second grade of SMAN 1 Bukit Sundi that divided into 6 classes. The instrument of this study was a vocabulary test. The experiment class was taught by using Jeopardy Game, while the control class by using Guessing Game. In conclusion, there were significant differences between students who were taught by using Jeopardy Game and Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year

Keywords: *Vocabulary Mastery, Jeopardy Game, Vocabulary*

INTRODUCTION

Vocabulary is one of the components that are taught in English learning. It is considered as an important aspect for the learners of the foreign language. The students who acquire a lot of vocabulary will be able to construct good communication. They will be able to interact with others through listening, speaking, reading, and writing.

Teaching vocabulary is not an easy activity, because teachers need to think about appropriate media that will be used in the classroom. Most teachers in SMAN 1 Bukit Sundi usually used pictures as media in teaching vocabulary. Then, the teachers usually use Guessing Game in their activities in the classroom. There are many other types of media and techniques that can be used by teachers.

One of them is Jeopardy Game that can be an interesting activity for the students in learning vocabulary. Jeopardy Game is a popular board game. It is fun and easy to play quiz game, and it is great for reviewing vocabulary and certain grammar forms.

This game is related to students' needs where they need an activity that motivates them to think critically. It is related to the research done by Pitaloka (2017) which entitled Effectiveness of Jeopardy Game to Enlarge Students' Vocabulary Mastery in Reading Comprehension of Descriptive Text. The research showed that all students are interested in the Jeopardy game and Jeopardy can help them to remember the vocabulary easily.

Jeopardy game is adopted from the television quiz show. A Jeopardy game is an activity that encourages students to think about the questions which may lead to a particular answer. This game can make students think creatively about a particular answer. As a result, they can remember the words after knowing the answer. Also, a jeopardy game can build students' motivation due to the nature of its competitiveness.

According to Wright (2016), a game is an activity that is entertaining and engaging often challenging, and an activity in which the learners play and usually interact with others. In the classroom, games build students' relationship with their friends because games will make they have challenges with other. Games are an extremely effective way of motivating the students in the classroom. It helps and encourages students to uphold their interests and work.

As a matter of the discussion above, this research was conducted to see the effect of Jeopardy Game on students' vocabulary Mastery on Second Grade of SMAN 1 Bukit Sundi in the 2020/2021 Academic Year. It was compared with Guessing Game that usually used by the teachers in teaching vocabulary.

The purpose of this research was to know about: 1) students' vocabulary mastery after taught by using Jeopardy Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year, 2) students' vocabulary mastery after taught by using Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year, 3) the significant differences between students who were taught by using Jeopardy Game and Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year.

METHOD

This research was experimental because it tested the hypothesis of the cause and effect relationship. Ary et al (2016:325) state that experimental research design is to enable the researcher to estimate the effect of an experimental treatment. Experimental research can be done in the laboratory, in the class, and the field. In this study, the experimental research was done in the class with taking students as a population.

The design of this research was a post-test only design because the aim was to know the effect of Jeopardy Game on Senior High School students' vocabulary mastery than the students who are not treated by this game. The post-test was conducted on the two groups in the final meeting of the research.

Table 1. The design of the research

Group	Treatment (Independent Variable)	Post-test (Dependent Variable)
E	X	Z
C	Y	Z

Where: E = Experimental group

C = Control group

X = Treatment of experimental group by using Jeopardy Game

Y = Treatment of control group by using Guessing Game

Z = Post-test of the experimental and control group

The population of this research was the second year students of SMA 1 Bukit Sundi who were registered in the academic year 2020/2021. They were chosen because their English ability, especially their vocabulary mastery, was assumed to be adequate. There are 186 students classified into 6 classes.

Table 2. The population of the Research

Class	The Number of Students
X MIPA 1	34 students
X MIPA 2	34 students
X MIPA 3	33 students
X IPS 1	30 students
X IPS 2	29 students
X IPS 3	26 students

The sampling method of this research was cluster sampling in which a group, not an individual, was randomly selected. Gay (2011) states that cluster sampling is sampling in which groups, not individuals are randomly selected. The researcher chosen two classes based on their mean scores which were almost equal in a daily test. To determine which groups as the experimental and control groups, the researcher was flap a coin. The side of the coin which has a picture was referred to the experimental group and the other side was refer to the control group. As the result, X IPS 2 was chosen as the experimental class and X IPS 3 was chosen as the control class.

In doing the research, the researcher used vocabulary test as the instrument of the research in from of multiple-choice which contained a table of some indicators namely: spelling, singular, plural, tenses, meaning, antonym and synonym. The test was conducted to collect data about students' vocabulary mastery. Before doing the real test post-test, the test

was tried out to measure the validity and reliability of the test on 14 August 2020 at class X MIPA 3. The test would be to answer the 35 try out items in 60 minutes, which means they were one item in 2 minutes.

Table 3. The aspect of Vocabulary Mastery

No.	Aspect of Vocabulary	Indicator	Item	Number of Items
1.	Form	Spelling	5	1, 8, 15, 22, 29
2.	Grammar	Singular	5	2, 9, 16, 23, 30
		Plural	5	3, 10, 17, 24, 31
		Simple present tense	5	4, 11, 18, 25, 32
	Meaning	Meaning	5	5, 12, 19, 26, 33
		Antonym	5	6, 13, 20, 27, 34
		Synonym	5	7, 14, 22, 28, 35
Total				35

The test was checked by the researcher to analyze item difficulty, item discrimination, validity, and reliability of the instrument. The data were being taken from the vocabulary test. The students were given some questions that measure their vocabulary mastery. The test has been done in 60 minutes. Both groups (experimental and control groups) got the same test. After the students have finished, the answer sheets were be collected and analyzed. The scores were analyzed based on guidelines that were derived from Jacobs et al. (in Hughes, 2013) which has been stated before.

The data was analyzed by using a t-test to test the hypothesis of significance as it is often used as a standard in educational study derives from Gay (2011).

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

- Where:
- t = the value of t-calculated
 - \bar{x}_1 = mean of the experimental group
 - \bar{x}_2 = mean of the control group
 - ss_1 = sum of squares of the experimental group
 - ss_2 = sum of squares of the control group
 - n_1 = number of the experimental group
 - n_2 = number of the control group

In analyzing the data by using the t-test formula, the consideration is if the value of t-observed is the same or less than the value of the t-table, the research hypothesis would be

rejected. If the value of t-observed is bigger than the value of the t-table, the research hypothesis would be accepted.

FINDINGS AND DISCUSSION

Data Description

This research was conducted on 14 – 28 August 2020. The purpose of this research was to know the students' vocabulary mastery after using Jeopardy Game at the second grade of SMAN 1 Bukit Sundi in the 2020/2021 academic year.

Because of the pandemic covid-19, this research was conducted in limited teaching and learning process. Some meetings should be conducted by using an online application such as zoom meeting.

To know students' vocabulary mastery after being taught by using Jeopardy Game in experimental class and Guessing game in control class, the researcher gave vocabulary test to both the class. The instrument of the test was a vocabulary test in the form of multiple choices. Multiple choices test that consist of seven indicators of vocabulary mastery was spelling, singular, plural, tenses, meaning, antonym and synonym. The post-test was done 60 minutes.

After giving the post-test the researcher then analyzed the mean score, standard deviation, and variance of the data based on the result of the post-test. The data of students' post-test score could be seen on a table as follow:

Table 4. The Data of Students' Post Test Score on Vocabulary mastery test

Class	N	\bar{x}	xmax	xmin
Experiment	29	72,92	60,00	54,30
Control	26	68,31	77,10	74,30

Based on the table above, showed that the students' mean score in the experimental class was 72.92. It was higher than students' mean score in the control class that was 68.31. It means that the mean score of the experimental class that was taught by using the Jeopardy Game was higher than the means score of the control class that taught by using the Guessing game.

Data Analysis

In getting the result of this research, the researcher measured the normality and homogeneity of the data and tested the hypothesis.

1. Normality Testing

In analyzing the normality of the data on students' vocabulary mastery in experimental class and control class the researcher got the data from both of the classes. The normality of students' vocabulary mastery post-test score at experimental class and control class could be seen on the table as follow:

Table 5. The Normality of Students' Vocabulary Mastery Test Score

Normality Testing	Class	Number of Students (N)	(α)	Critical Value of Accounting (L_0)	Critical Value of Accounting (L_t)	Distribution
Post-test	Experiment	23	0.05	0.1492	0.1730	Normal
	Control	22		0.1314		Normal

From the experiment class, the data from the post-test calculated the normal coefficient of $L_0 = 0.1492$ at the significance level 95% and the table normality coefficient $L_t = 0.1730$. It means that $L_0 \leq L_t$. The data from the control class were $L_0 = 0.1314$ $L_t = 0.1730$. It means that $L_0 \leq L_t$

According to the data analysis above, it could be concluded that the data from both the experimental class and control class were distributed normally.

2. Homogeneity Testing

To analyze the variance of the data of students' vocabulary mastery in experimental class and control class, the researcher analyzed it.

Table 6. The Result of Homogeneity Testing Post Test

Homogeneity Testing	Class	(n)	S	S ²	Fc	Ft	Variances
Post-test	Experiment	29	5,42	29,35	1,02	2.12	Homogeneous
	Control	26	5,35	28,62			

The researcher got the data of homogeneity testing on post-test, $F_{\text{calculated}} = 1.02$ at the significance level $\alpha = 0.05$, $F_{\text{table}} = 2.12$. It could conclude that $F_{\text{calculated}} \leq F_{\text{table}}$. Therefore, both experiment and control class had the same variances.

Based on the table above, the researcher got the data of homogeneity testing on pre-test and post-test at experimental class $F_{\text{calculated}} = 1.51$, at significance level $\alpha = 0.05$, $F_{\text{table}} = 2.12$. It could be concluded that $F_{\text{calculated}} < F_{\text{table}}$ both of the test had the same variance.

3. Hypothesis Testing

To know there was any differentiation of students' vocabulary mastery in both experimental and control classes, the researcher did a t-test statistical analysis. The researcher analyzed the result on the post-test. It can be seen in the following table.

Table 7. Result of t-test on post-test

Class	(n)	S ²	S	A	T _c	T _t	Reference
Experiment	29	29,35	5,42	0,05	2,90	1,68	Ho was rejected and Ha was received
Control	26	26,62	5,35				

The researcher got the data $T_{\text{calculated}} = 2,90$ and $T_{\text{table}} (0, 95;45) = 1,68$. In conclusion, H_0 was rejected and H_a was received. It means the students' vocabulary mastery that was taught by Jeopardy Game was better than students' vocabulary mastery that taught by Guessing game.

Based on the data above, the researcher concluded using Jeopardy Game in teaching vocabulary mastery text can give improvement toward students' vocabulary mastery.

Discussion

The finding of this research showed that the differences in students' vocabulary mastery on post-test. Before doing the treatment, the researcher did the pretest at the experiment and control class. As a result, $T_{\text{calculated}} = 1,50$ and $T_{\text{table}} (0, 95;45) = 1,68$. On other hand, H_0 was received and H_a was rejected. It means the students' vocabulary mastery before treatment was no significant.

After conducting the research, the researcher found that students' experimental class looked excited through the implementation of using Jeopardy Game in teaching vocabulary mastery. According to Friedman (2011), Jeopardy is an exciting game for classroom activity which is derived from the jeopardy TV program. Jeopardy game is a game that has been enjoyed on American television since the 1960s. It was a popular TV show. This game is adopted from television quiz shows and into language games for an educational tool.

Based on the analysis of final test data, it is obtained that the average scores of students' ability in vocabulary show that the application of Jeopardy Game can improve students' vocabulary. This is proven by the high average of students' post-test in the vocabulary test. $T_{\text{calculated}} = 12$ and $T_{\text{table}} (0, 95;45) = 1,68$. In conclusion, H_0 was rejected and H_a was received. It means the students' vocabulary mastery that taught by Jeopardy Game was improve significantly

Moreover, a guessing game has as its core piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging in the text or spoken word. Hadfield in Rahmawati (2016), guessing games are a familiar variant of this principle. The player with the information deliberately withholds it,

while others guess what it might be. This game was applied to the control class. The researcher got the different scores of the students at pre-test and post-test.

The researcher got the data $T\text{-calculated} = 11,7$ and $T\text{-table} (0, 95;45) = 1,68$. In conclusion, H_0 was rejected and H_a was received. It means the students' vocabulary mastery that was taught by the Guessing game improved significantly. But it was not as significant as improvement in the experimental class.

Based on the data, the researcher found that the students' vocabulary mastery at experimental and control classes after taught by different treatment was improved. It can be seen on the students' post-test and as result, the students' scores improved after doing the treatment. The score of the students in the experimental class is higher than students in the control class. It means that using Jeopardy Game is better than using the Guessing game. On the other hand, Jeopardy Game is one of the innovative teacher's techniques in teaching. The researcher got the data $T\text{-calculated} = 2,90$ and $T\text{-table} (0, 95;55) = 1,68$.

In conclusion, H_0 was rejected and H_a was received. It means the students' vocabulary mastery that was taught by Jeopardy Game was better than students' vocabulary mastery that taught by Guessing game.

Furthermore, based on the finding above, the researcher assumed that applying Jeopardy Game in teaching vocabulary mastery gave a positive effect on students' vocabulary mastery. There is a significant improvement of Jeopardy Game toward students' vocabulary mastery. During the experiment, the students were more interested in learned English, especially in learning vocabulary. They had gotten confident and motivated in the learning activity.

From the application of the Jeopardy Game, it has a positive effect on students' vocabulary mastery. Teachers can learn what is the way and the technical condition of good learning in the classroom to make it more fun and interested for students. This fact shows that students who are taught by Jeopardy Game can improve their ability in learning English, especially in vocabulary than students are taught by Guessing game.

In conclusion, Jeopardy Game is suggested to be used at school especially for the teachers at SMAN 1 Bukit Sundi in teaching vocabulary. This technique can be used to create the class situation. It can make the students have fun and enjoyable activity.

CONCLUSION AND SUGGESTION

Based on the findings of the research, it can be concluded there were significant differences between students who were taught by using Jeopardy Game and Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year. it is suggested to the

teachers to use more various techniques in teaching vocabulary. Teachers can adapt Jeopardy Game in their class based on the material that will be given to the students.

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