

**THE INFLUENCE OF JEOPARDY GAME ON STUDENTS
VOCABULARY MASTERY IS DESCRIPTIVE TEXT TO THE SEVENTH
GRADE STUDENTS AT SMP NEGERI 1 PRABUMULIH**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
AUGUST 2021**

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THESIS

**Presented to
Universitas Muhammadiyah Palembang
In Partial Fulfillment of The Requirement
For the degree of Sarjana in English Language Education**

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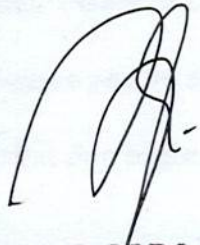
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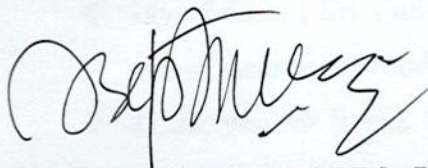
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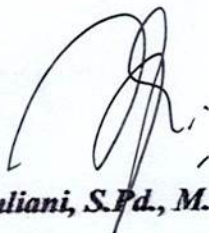


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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN KEASLIAN KARYA

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Mahasiswa yang bersangkutan



Melly Fitria

MOTTO AND DEDICATION

Motto:

“ If you don’t walk today, you’ll have to run tomorrow” (Unknown)

“ Just Because you’re struggling doesn’t mean you’re failing”. (Unknown)

“ A beautiful day begins with a beautiful mindset”. (Laura Brunereau)

This thesis is dedicated to:

- ❖ My beloved parents Budi Harianto and Yanti Marleni. My beloved brother and sister.
- ❖ All of my family who has supported me.
- ❖ My best partner Destrix, Amd.T who always cheer me up.
- ❖ My best friends who always help me to forget my confusion.
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- ❖ All of my classmates, thank you for being amazing friends during 4 years.

ABSTRACT

Fitria, Melly. 2021. *The Influence of Jeopardy Game on Students' Vocabulary Mastery in Descriptive Text to The Seventh Grade Students of SMP Negeri 1 Prabumulih*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty Of Teacher Training and Education, Muhammadiyah University of Palembang. Advisors: (1) Sri Yuliani, S.Pd., M.Pd (II) Andriamella Elfarissyah, S.Pd., M.Pd.

Key Words: Influence, Jeopardy Game, Vocabulary mastery and Descriptive Text.

This thesis, entitled: "The Influence of Jeopardy Game on Students' Vocabulary Mastery in Descriptive Text to The Seventh Grade Students of SMP Negeri 1 Prabumulih". The formulation of this study was "is there influence of Jeopardy game on students' vocabulary mastery in descriptive text to the Seventh Grade Students of SMP Negeri 1 Prabumulih?". The objective of this study was to find out there is influence or not of Jeopardy game on the students vocabulary mastery in descriptive text to the Seventh Grade Students of SMP Negeri 1 Prabumulih. The population of this study was all of the Seventh Grade Students of SMP Negeri 1 Prabumulih with the total number of 315 students. The selecting of sample in population by purposive random sampling and VII.2 as experimental class. The data were collected by test, they were pretest and posttest. The data was analyzed by paired sample t-test analysis using th statistical package for the social sciencess (SPSS) 22 program. The value of $t_{obtained}$ is -8,346. In the t test the plus and minus were not considered so that the value of $-8,346 > 1.691 (t_{table})$. From the result of research, it can be concluded that H_0 was rejected and H_a was accepted. It means that Jeopardy game startegy influences the students' vocabulary mastery in descriptive text to the Seventh Grade Students of SMP Negeri 1 Prabumulih.

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This research can succeed because of many help of directors who also support with nice dedications.

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At the end, the researcher realized that this thesis still far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are highly appreciated. I expect that this thesis gives a contribution for the readers and the beneficial for the English teaching and learning process.

Palembang, August 2021
The Researcher

MF

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CHAPTER 1

INTRODUCTION

This chapter describes: (1) Background of the Study, (2) Problem of the Study, (3) Limitation of the Study, (4) Formulation of the Study, (5) Objective of the Study, (6) Significance of the Study, and (7) Hypothesis of the Study.

A. Background of the Study

Vocabulary is important part in foreign language learning, as supported by Amir and Hariadi (2014) that:

“Vocabulary is vital and holds an important role in English because it will be needed by the students when they learn English skill like listening, speaking, reading, and writing. For example, first, when the students do listening activity, they must know what the speaker says. If they do not know, they will fail in answering it. Next in speaking, the students must have a large vocabulary in order that they can speak fluently. Then, in reading the students cannot understand and comprehend the text if they do not know the meaning of the words in the text.” (p.1).

Vocabulary is one of components in English. Susanto (2017) states that vocabulary is crucial to be mastered by the learner in order to understand the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people’s sayings (p.4). It means that mastery means complete knowledge or great skill that makes someone a master in certain subject.

Susanto and Fazlinda (2016) define that vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (p.3). So, it is important to remember that vocabulary is essential to be dominated by the student to comprehend the language and it is one of the language requirements.

Cahyono and Widiati (2008) explain that teaching vocabulary is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purpose (p.1). Meanwhile, There are the main goals of learning vocabulary, Intaraprasert (2004) cited in Aisyah (2017) emphasizes that the main goals of learning vocabulary learning are: 1) to discover the meanings of new words; 2) to retain the knowledge of newly-learned words; and 3) to expand the knowledge of English vocabulary (p.4). Implementing good and creative strategies can increase students interest in vocabulary learning at the class.

Teaching vocabulary is not easy, teacher should find the good of the effective technique to teach English vocabulary. Salim (2008) in his research states that learning vocabulary is an uneasy task to do, so that to make the students understand and master vocabulary easily, some possible ways should be applied and of them is teaching vocabulary through game (P.125). It means that game creates different atmosphere in the classroom, so the students feel more active and fun in learning.

Based on the result of National Examination at the Junior High School, the students' lower score amongst some subject that is examined, math is on the lowest rank, then followed by English. Some students (58, 18%) scoring \leq

55 on the math test. The next English subject (47,33%), science (47,29%), and Indonesian language (4, 82%) the scoring ≤ 55 . Besides, the level of English proficiency in Indonesia is still behind neighboring countries in the Southeast Asia region, based on EF's global English Proficiency Index 2016 from EF (EF EPI). Indonesia got score of 52,91, which is the 32nd position of a total of 72 countries surveyed globally. In Asia, the country that is ranked top in English proficiency is Singapore, followed by Malaysia and the Philippines.

Based on the reseracher observation and interview with the teacher of SMP Negeri 1 Prabumulih, it was found that there were the problems that the students had in learning vocabulary. They were (1) the students still felt difficulties in comprehending a text in English because their vocabulary were still limited, (2) the students had less motivation in learning because they felt bored in learning English, (3) the teacher still used the old strategy so the students were not interested in learning at the class. To solve the problems, the teacher needs to have many strategies such as using songs, pictures and games to make activities are interesting. In keeping with this reason, the researcher used game in doing this research.

Tengku (2015) states that game does not only help the students to encourage their learning but also can help the teacher to create useful and meaningful context (p.4). It means that game is not just useful for students, but it can help teacher to develop their material and it can make teacher more creative in teaching vocabulary. There are so many games that can be applied in teaching vocabulary, such as the word guessing, word search, crossword puzzle, and so on. Related to the game, this research used jeopardy game on

teaching vocabulary. Moreover, Ahkam (2013) defines that jeopardy game is a board game. It is about losing and gaining the score of answering the questions. The students will get the score when they answer the question correctly, but they will lose the score if they answer it incorrectly (p.4).

Jeopardy game is a game inspired by the popular television showed in America. There are two versions of jeopardy game, the first uses PPT Slides and LCD Projectors, the second uses classroom property. According to Friedman (2005) cited in Rudisana, Setiawan and Munir (2020):

“Jeopardy game is a game that allows the students to recall the previous materials that they have been learned. There are two versions of jeopardy game. The first is the one which requires technology, such as PPT Slides and LCD Projector. The second is the one which uses classroom property and stationary like papers, glue, tip, boardmarker and etc. The procedure of jeopardy game is based on American’s popular television show called Jeopardy”.

(p.2).

Furthermore, Pitaloka (2017) states that jeopardy game can help the students remember the vocabulary easily (p.5). Like other expert, Rohaendi (2019) who states that there is a positive response of students in learning through jeopardy game (p.5). Fitrawati (2019) also states that jeopardy game can be used to improve the cognitive development and memory skill, it also increase the student’s motivation (p.1). It means that jeopardy game is a game that can be used to enhance students’ cognitive development and memory skills, as well as their motivation.

To relate the Jeopardy game in learning vocabulary for doing this research, the researcher used descriptive text. According to Oshima and Hogue (1997),

descriptive text is a text that tells how something looks, feels, smells, tastes, or sound. A good description is like “word picture”, the reader can imagine the object, place, or person in his or her mind (p.50). It means that descriptive text is text that describes the specification of some things.

By using Jeopardy game in teaching vocabulary to the students, it is expected that they can be more understand about the vocabularies. Based on the description stated above, the researcher was interested in conducting a research, entitled; “ *The Influence of Jeopardy Game on Students Vocabulary Mastery in Descriptive Text to the Seventh Grade Students of SMP Negeri 1 Prabumulih*”

B. Problem of the Study

Based on the background above, the researcher made a statement of the problem. The problems in this study can be stated as follows : *is there influence of Jeopardy game on students' vocabulary mastery in Descriptive Text to the Seventh Grade Students of SMP Negeri 1 Prabumulih*. Therefore, the limitation and the formulation of the problem presented below.

1. Limitation of the Problem

The problem of this study was limited on *The Influence of Jeopardy game on students' vocabulary mastery in Descriptive Text to the Seventh Grade Students of SMP Negeri 1 Prabumulih*.

2. Formulation of the Problem

The problem of this study was formulated on the following question : “ *is there influence of Jeopardy game on students’ vocabulary mastery in descriptive text to Seventh Grade Students at SMP Negeri 1 Prabumulih?*”

C. Objective of the Study

The objective of this study was to find out *there is a significant influence or not of Jeopardy game on the students vocabulary mastery in Descriptive Text to the Seventh Grade Students at SMP Negeri 1 Prabumulih.*

D. Significance of the Study

This study might be useful for the following parties:

a. For the Researcher Herself

This study is expected to be beneficial to improve her teaching skill, increasing her knowledge, and give her some experiences in conducting an educational research, especially in teaching vocabulary.

b. For the Teacher of English

The teachers of English can apply the jeopardy game in teaching vocabulary.

c. For the Students

By using the jeopardy game, the students will remember the words easily. They will be more active and enjoyable in learning process.

d. For the Other Researcher

The result of this study can be used as the reference in conducting the related study.

E. Hypothesis of the Study

Creswell (2012) states that hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics (p.132). The hypotheses of this research were follows:

- 1) Null Hypothesis : There is no influence of Jeopardy game on the students' vocabulary mastery in descriptive text to the Seventh Grade Students of SMP Negeri 1 Prabumulih.
- 2) Alternative Hypothesis : There is a significant influence of Jeopardy game on the students' vocabulary mastery in descriptive text to the Seventh Grade Students of SMP Negeri 1 Prabumulih.

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