



**EFFECTIVENESS OF JEOPARDY GAME TO ENLARGE STUDENTS'
VOCABULARY MASTERY IN READING COMPREHENSION OF
DESCRIPTIVE TEXT**

(Quasi-experimental Study at Eighth Grade Students of SMP N 5 Magelangin
Academic Year 2016/2017)

a final project

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by

CHARINA MAULIN HERMA PITALOKA

UNIVERSITAS NEGERI SEMARANG

2201413072

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI SEMARANG

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APPROVAL

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This final project entitled Effectiveness of Jeopardy Game to Enlarge Students' Vocabulary Mastery in Reading Comprehension of Descriptive Text (*Quasi-experimental Study at Eighth Grade Students of SMP N 5 Magelang in Academic Year 2016/2017*) has been approved by the board of examiners and officially verified by the Dean of the Faculty of Languages and Arts on **02 November 2017**

The Board of Examination

1. Chairman

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 19600803 198901 1 001

2. Secretary

Bambang Purwanto, S.S., M.Hum.
NIP. 19780728 200812 1 001

3. First Examiner

Pasca Kalisa, S.Pd., M.A., Ph.D.
NIP. 19890906 201404 2 001

4. Second Advisor as Second Examiner

Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.
NIP.19751026 200501 2 001

5. First Advisor as Third Examiner

Prof. Dr. Dwi Rukmini, M.Pd.
NIP. 19510415 197603 2 001

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Approved by
The Dean of the Languages and Arts Faculty

Prof. Dr. Agus Nuryatin, M.Hum.
NIP 196008031989011001

DECLARATION OF ORIGINALITY

I am Charina Maulin Herma Pitaloka declare that this final project entitled *Effectiveness of Jeopardy Game to Enlarge Students' Vocabulary Mastery in Reading Comprehension of Descriptive Text (Quasi-experimental Study at Eighth Grade Students of SMP N 5 Magelang in Academic Year 2016/2017)* is my own work and has not been submitted in any form of another degree or diploma in my university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

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MOTTO AND DEDICATION

“A mistake should be your teacher, not your attacker. A mistake is a lesson, not a loss. It is a temporary, necessary detour, not a dead end.” (Anonymous)



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This final project is dedicated to:

My beloved parents.

My beloved sister.

My best friends and all friends in English

Department '13.

My spirit lifter.

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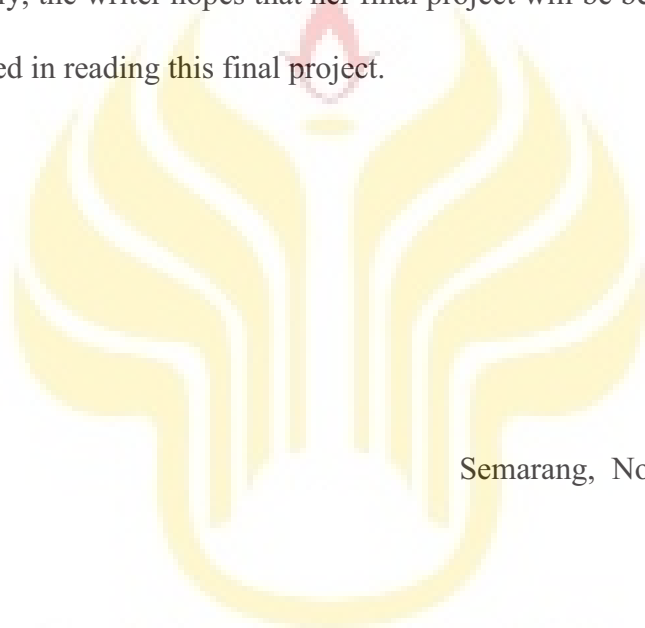
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Charina Maulin Herma Pitaloka

NIM. 2201413072

ABSTRACT

Pitaloka, Charina. 2017. *Effectiveness of Jeopardy Game to Enlarge Students' Vocabulary Mastery in Reading Comprehension of Descriptive Text (Quasi-Experimental Study at Eighth Grade Students of SMP N 5 Magelang in Academic Year 2016/2017)*. Final Project. English Department. S1 Degree of Education. Advisors: I. Prof. Dr. Dwi Rukmini, M.Pd., II. Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.

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Vocabulary is one of the components which plays an important role in learning English and also has significant role in the process of communication. Many kinds of methods are available for teaching vocabulary, such as game. This research is about the effectiveness of Jeopardy game to enlarge students' vocabulary mastery in comprehending written descriptive text at the eighth grade students of SMP N 5 Magelang.

The objectives of this research are: 1) to describe the effectiveness of Jeopardy Game for teaching vocabulary in descriptive text to the eighth graders of junior high school students. 2) to explain the use of Jeopardy game for improving students' vocabulary mastery in descriptive text. In order to achieve the objectives, the researcher used quasi-experimental research design. The participants of this research were the eighth graders of SMP N 5 Magelang and the sample comprised 29 students from class 8A as the experimental group and 29 students from class 8B as the control group. Before conducting the research, the writer held a try-out test to measure the validity and reliability of the test instrument. The writer used test and questionnaire as an instrument for collecting the data. The test consisted of pre-test and post-test. The former and latter was administered respectively before and after the treatment. There were four meetings in this research including pre-test, treatment, post-test and questionnaire.

The result of this research shows that there are significant results after the treatment. It is proved by the increasing point of the experimental group's pre-test and post-test. The student's average point in the pre-test is 66.2 and in the post test is 83.4. The students' average point improves by 17.2 points or it is 26%. The result was also obtained by the t-test calculation. From the t-test result, it shows that the t_{value} of post-test is higher than the t_{table} ($3.817 > 2.002$). It can be concluded that there is significant result between the two means. The questionnaire analysis result also shows that all students are interested in Jeopardy game and Jeopardy can help them to remember the vocabulary easily.

It is concluded that the implementation of Jeopardy game is useful and effective as a method to improve vocabulary mastery of the eighth grade students of SMP N 5 Magelang in descriptive text about animal.

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CHAPTER I

INTRODUCTION

This chapter presents background of the topic, reasons for choosing the topic, research questions, objective of the study, significance of the study, and outline of the report.

1.1 Background of the Topic

In Indonesia, English has been taught continuously for six years at the Elementary School, three years at the Junior High School, and three years at the Senior High School as a compulsory subject, even at the University level. If the Indonesian government has chosen English as the first foreign language to be taught in schools, this is simply for the reason that we recognize the important role it plays in the international world. Despite the fact, some students in Indonesia do not aware that English is an important subject should be learned or they were not interesting in English because they thought that English is hard to learn.

In teaching language, in this case, English, there are four skills which students should master. There are listening, speaking, reading and writing skills. However, it is difficult for Indonesian students to master all those skills because English is absolutely different with Indonesia language. They are different in spelling, pronunciation and also meaning. So, to achieve those skills the students should have learned a lot about the English vocabulary.

Vocabulary is one of the components which take important role on learning English and also has significant role in communicating process. Laufer in Kashani and Shafiee (2016) argues that vocabulary is a heart of any language learning and language use. It means that the more people learning words the more they could improve their English. From the statement, the writer concludes that having more English vocabulary can make the students be succeed and fluent in communicating. Students cannot listen, speak, read and write well if they do not know vocabulary and any single word well. By mastering vocabulary absolutely they can master those four language skills for communication purpose.

Based on the observation in SMP N 5 Magelang, there were some problems in teaching English especially vocabulary. The first is the students think that English is very difficult to learn because they have to memorize all new words in English. The second problem is the students easily get bored when they are learning English. They are bored because of the teacher's explanation about meaning or definition, spelling, pronunciation and grammatical function. In this case, the teacher usually used traditional technique such as grammar translation method and memorizing words which make students bored and they lost interest. Thus, the students didn't pay attention to the teacher explanation about vocabulary.

Another problem that researcher found in school is the students get difficulty understanding text. For example, when they are given a descriptive text and asked to answer some questions. There will be a number of questions that they could not answer well because they did not know the meaning. Therefore,

vocabulary mastery is important in this case, some words they did not now in a text will affect their understanding.

To get rid of the difficulties, there are some methods that have been introduced to help the students to retain vocabulary. Salim (2008) in his research stated 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 one of them is teaching vocabulary through game. Some researchers believe that game is the best way to learn vocabulary. Huyen and Nga (2013) also state that “games help them to learn new words and phrases that appear in the games and to recall their existing vocabulary at the same time.” It is true regarding to the writer’s experience in teaching practice that students tend to understand and memorize the words well. They are also very enthusiastic. Game creates different atmosphere in the classroom, so the students feel more fun and enjoyable in learning.

There are so many games that can be applied in teaching vocabulary, such as the word guessing game, word search, crossword puzzle, and so on. All of them can help the teacher to create an atmosphere in which the language or vocabulary will be used. However, in order to achieve the specific goal, it is essential to choose suitable game. In addition, teacher’s creativity and ability is also needed. In this research, the writer chooses *Jeopardy game* as a media for teaching vocabulary especially vocabulary used in descriptive text. Actually, Jeopardy game is usually used as a media to teach grammar. In the previous studies, there are some researcher used Jeopardy game as a media to improve students

achievement in simple past tense (Fauzi, 2013); passive voice (Muthoharoh, 2013); and simple present tense (Sari, 2015). It was found that the students' achievement in learning grammar improved through Jeopardy game. Raftery and Santos (2015) also conducted study used Jeopardy game as a grammar game in classroom.

However, few studies have been conducted to improve students' vocabulary mastery (Mizanul, 2013; Chintiami, 2015). Therefore, the present study tries to investigate whether Jeopardy game is effective to improve students' vocabulary mastery of the narrative text or not. In other words, the researcher wants to figure out that Jeopardy game is not only effective for teaching grammar, but also in teaching vocabulary mastery.

The researcher wants to use game as a media for teaching vocabulary mastery because teaching vocabulary by using games has some advantages. Lee (1995: 35) in Asian EFL Journal by Huyen lists several main advantages when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging", "effort of learning", and "language practice in the various skills." In conclusion, games are useful and effective for teaching vocabulary. By using *Jeopardy*, students will learn while playing and they also have some motivation because this game in the shape of quiz, this media is suited to overcome the boredom of students in learning vocabulary.

1.2 Reasons for Choosing the Topic

In this study, the writer chooses the topic “The Effectiveness of Jeopardy Game to Improve Students’ Vocabulary Mastery”. This study concerns in vocabulary and *Jeopardy game*. Vocabulary is all the words known and used by a particular. It is an important thing to learn in English, but many students still lacked of vocabulary.

When the writer was doing teaching practice (PPL), many students said that English is a difficult subject because they have to memorizing a lot of vocabulary and they were often lazy to open their dictionary. For example in the classroom, when the teacher asked the students about the meaning of common words, they could not answer it. Moreover, if the students were asked about their opinions about moral value of the text, they were unable to express their ideas properly because their vocabulary was very limited.

Based on the conditions the writer chooses game as a method to improve the students’ vocabulary mastery. There are some reasons why the writer chooses this topic. First, vocabulary is an important component in language learning. By knowing a lot of vocabulary the students can understand the text well, communicate with other fluently and master the four language skills easily. Second, the students claimed that learning vocabulary is very difficult because they have to memorize the meaning of words. They also confessed that they always get bored when they had learning vocabulary. Moreover, the students are lazy to look up the meaning of words in the dictionary. They prefer doing an easy

way to ask the teacher when they face difficult words. Next, the students always want to learn vocabulary by doing interesting activities which are almost similar to play games. They are more enthusiasm to learn through play than learn tediously. Games are associated with a feeling of happiness. Students will be attracted by playing a game than listening to their teacher. It can be alternative for students to study while playing a game. The last, the students are bored with the current method which is done by the teacher. Teachers usually use a conventional method in teaching English, such as reading and explaining the material from textbook. Therefore, the writer wants to use the new method or media for teaching English especially vocabulary. By using game as a media for teaching vocabulary, the students will be more interested to learn. It can also make the learning process become more fun and enjoyable.

1.3 Research Questions

Based on the background of the study above, the research questions proposed in this research are:

- 1) How effective is the use of *Jeopardy game* for teaching vocabulary in descriptive text to the eighth grade students of junior high school?
- 2) How can the use of *Jeopardy game* improve the students' vocabulary mastery in descriptive text?

1.4 Objective of the Study

Based on the problems mentioned above, there are two objectives of the study.

They are:

- 1) to describe the effectiveness of *Jeopardy Game* for teaching vocabulary in descriptive text to the eighth grade students of junior high school.
- 2) to explain whether the use of *Jeopardy Game* can improve the students' vocabulary mastery in descriptive text or not.

1.5 Significance of the Study

Dealing with the objectives which would be achieved, the result of the study hopefully will give some benefits. The following are the significance of the study.

(1) Theoretical Significance

Theoretically, this study will be able to offer some significant information dealing with the media which can be explored more and more by other researchers. This study also can provide some new theories which can be added to the theories that already exist.

(2) Pedagogical Significance

The use of *Jeopardy game* as a media in teaching English vocabulary can raise students' interest in learning and it can increase students' motivation. So, the students will learn vocabulary with colorful media, fun and enjoyable game and they are also expected not to consider learning English vocabulary as a boring and frustrating activity anymore. Later on, they will be easier in understanding the material given by the teacher.

(3) Practical Significance

Practically, this media can be used to improve students' vocabulary mastery and this study will help teachers to provide their students with cheerful and

joyful atmosphere in studying English, especially in increasing their vocabulary. The teacher also can develop other media to help them in teaching English language.

1.6 Outline of the Report

This final project consists of five chapters and each chapter presents different problem in line with the topic.

Chapter I is introduction which consists of background of the study, reasons for choosing the topic, research questions, objective of the research, significance of the research, and outline of the report.

Chapter II presents review of related literature. It contains review of previous studies and theoretical framework.

Chapter III presents methods of investigation which covers research design, participants of the study, research variables and hypothesis, types of data, instruments for collecting data, methods of collecting data, and methods of analysing data.

Chapter IV presents results of the study which deals with general description, finding and analyses, and discussion.

Chapter V presents the conclusions and the suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature of this research. It consists of the review of the previous studies, the review of the related literature and the theoretical framework.

2.1 Review of Previous Studies

Vocabulary is very important part to be learnt in learning language, it is not easy for ELF students to remember English vocabulary as well as native speaker. In order to improve vocabulary mastery, students are given task-based activities in their classroom such as guessing task, a describing exercise or making conversation. Such activities also include vocabulary games which focus on helping the students master the vocabulary and use words in different contexts by making the lesson become enjoyable.

Nowdays, using media such as game as an aid in teaching and learning process is an interesting topic for many researchers. There are some researchers who conduct research on using some techniques or media to improve the students' vocabulary mastery. Those studies can support this research, and have inspired the writer to do this kind of research. Then, the writer would present some previous study related to the topic.

Huyen and Nga (2013) reveal that vocabulary games bring a real world context into the classroom and improve the students' use of English in a flexible and communicative way. Their research is about learning vocabulary

through games and has been tested on Vietnamese students. The result of this research is that games have been shown to have advantages and effectiveness in learning vocabulary in various ways. Games are not only for more fun in learning, but importantly for the useful practice and review of language lessons, so it leads toward the goal of improving students' communicative competence.

Abdul-Ameer (2014) conducted a research which its purpose is to explore the effects of Digital Stories in vocabulary learning by Iraqi young learners at the primary level. The test was design to investigate whether computer and internet based technology can improve vocabulary learning in English as a foreign language. The result of this study showed the fact that the use of digital stories for young learners could facilitate their vocabulary learning and help them progressively to learn foreign language. Furthermore, stories can also be a valuable way for young learners in contextualizing and introducing a new language.

Bakhsh (2016) conducted a study about the use game as a tool in teaching vocabulary. This study aimed to prove that games were effective tools when devised to explain vocabularies and games made the students easily to remember the meaning of vocabulary. Then it also discussed the importance of using games in teaching vocabulary and in what way using them was helpful. The researcher used some game such Bingo, Last One Standing and Pictionary to teach vocabulary. The result showed that games were effective to teach vocabulary and help the young learners in memorizing words. However, games should be chosen

appropriately to students' level, interest, and context. Furthermore, it must be concerned with the presented topic and vocabularies.

Wulandari (2009) conducted a study about the effectiveness of TV cards (thematic vocabulary cards) to improve the students' English vocabulary; she states that the teachers as a facilitator in creating effective learning activities, should be able to make teaching and learning process more interesting, enjoyable and educative and also become more competent in choosing attractive media appropriate to the materials so that the students can improve their ability in mastering English vocabulary.

Miatin (2014) conducted a research about the use of silent card shuffle technique to enhance students' vocabulary. This experimental study aimed at finding out whether Silent Card Shuffle technique effectively enhances students' vocabulary. In this study, the students were asked to make groups of four, and then the teacher gave envelopes containing the cards of word on each table of the group. The teacher asks the students to arrange the cards into correct order. By that way, the students' vocabulary could improve. The result showed that Silent Card Shuffle technique effectively enhances students' vocabulary.

Astuti (2014) conducted a research about using cooking academy game in improving vocabulary mastery of vocational students. She wanted to find out how cooking academy game can be used to enrich vocational students' English vocabulary. In addition, she also wanted to know how the use of cooking academy game can improve students' interest and motivation in learning English, especially vocabulary. In this research, she concluded that cooking academy game

can be used in English learning process to enrich students' English vocabulary. Moreover, this technique can improve students' motivation and interest in English learning process. The result of the study showed that the achievement of the students in learning vocabulary through this way improved.

Then, study conducted by Trystiana (2015), her study aimed to find out whether playing Spelvin and Scrabble game have the impact towards eighth graders of SMP N 3 Ngadirojo in learning vocabulary on Narrative Text. She also compared between those two games and decided which one of these games is more effective for learning vocabulary. Based on her research, games can increase students' motivation on learning English especially in Narrative text.

Rizki (2013) conducted a research that aims at investigating the use of pictures game which is used by English teacher in learning vocabulary in the classroom of State Elementary School 1 Rancawuluh. This research focused on the students' difficulty in learning vocabulary, picture games applied and the students' motivation and achievement in learning vocabulary. The result of this research showed that applying Pictures game can improve students' motivation and achievement in learning vocabulary. The students are motivated to learn vocabulary while playing Pictures Game.

Some researches above discussed about students' vocabulary mastery. All of researchers wanted to find good strategy to improve students' vocabulary mastery. Moreover, they used media in teaching vocabulary to students. However, using *Jeopardy game* for teaching vocabulary has not been discussed yet. So, the

writer will find out how *Jeopardy game* is used for teaching vocabulary. The research will be conducted at the eighth grade students of SMP N 5 Magelang.

2.2 Review of the Related Literature

The following section will be presented some theoretical studies which support the research. They are mentioned as follows:

2.2.1 General Concept of Vocabulary

In this part, the writer would like to present some explanation about definition of vocabulary, the importance of vocabulary, and teaching and learning vocabulary.

2.2.1.1 Definition of Vocabulary

In order to know what vocabulary is, the writer listed some definition of vocabulary:

- (1) vocabulary is the total number of words in a language. (Hornby, 1995; 1331)
- (2) vocabulary is more than lists of target language words. (Nunan, 1999)
- (3) vocabulary is the knowledge of words and word meaning. (Diamond and Guthlohn, 2006)
- (4) vocabulary can be defined, roughly, as the words we teach in the foreign language. (Ur, 1991: 60)
- (5) vocabulary is the collection of words that an individual knows. (Linse, 2006: 121)

(6) according to Webster's New International Dictionary (1966: 2650),
“vocabulary is a sum or stock of words employed by a language, group,
individual, in a work in relation to a subject.”

From those definitions, the writer concludes that vocabulary is a list of words that known and used by individual or group, and each vocabulary has important meaning in language.

2.2.1.2 The Importance of English Vocabulary

Mastering English vocabulary can lead the students to be succeeded in mastering English. Students who are good in vocabulary, they are easily to catch and express their idea. On the other hand, students who lacked of vocabulary will get difficulty in understanding the meaning of words, phrases and sentences.

Hiebert (2005: 48) in his journal entitled Teaching and Learning Vocabulary: Introduction for English Students stated that “vocabulary is obviously an essential element within a language, and students should be made aware of its importance as experience shows that there is a general tendency to overemphasize grammar or function”. As we know that, vocabulary is important part and also plays important role in learning language. It is the basis development of all language skills, such speaking, listening comprehension, reading comprehension and writing. As we know that the lack of vocabulary often brings many troubles for us. When we are speaking English, sometimes we get trouble because we do not know what we will say in English. We cannot deny that vocabulary is one of important things in English learning.

2.2.1.3 Teaching and Learning Vocabulary

Learning vocabulary is not easy thing. There are lots of vocabulary in language should be learned. Cameron (2001: 84) states,

Vocabulary needs to be met and recycled at intervals, in different activities, with new knowledge and new connections developed each time the same words are met again. Looking at the five steps, we can see that each step is in fact something that needs to happen over and over again, so that each time something new is learnt, or remembered.

Learning vocabulary is important as a part of learning English or other foreign languages since learners learn vocabulary first before they master more complex structure. Looking at the explanation above, it can be concluded that in order to have strong memorization of new words, learners need to meet the words they learn again and again then practice to use them both in spoken or written form.

2.2.2 General Concept of Game

Game becomes one of media or aid in learning vocabulary. Game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Nowadays, many experts create new vocabulary game to help the learners in improving their vocabulary.

According to Wright (2006: 1), games help and encourage many learners to sustain their interest and work. In the classroom activity we can find the teacher who applies game as teaching media. Such activity would make students be more pleasure in learning language because there is something they liked. Language learning is a heavy work. Before we understand a language, we should understand the words or vocabulary. Whereas, many students still have difficulty to

memorize and understand words. Thus, games are applied to help them understand the words well.

In teaching and learning activity, some games can be used for teacher to facilitate their students in order to make students easy when learning. However, in choosing the game, the teacher must be careful because teachers should consider students' level of learning. Some games may be difficult or boring for students so that for teaching vocabulary on Eighth grade students, teachers may uses creative games such as World War, Jeopardy, Bingo, Pyramid games, Snake Words, etc. In this study, the researcher used Jeopardy game as a technique in teaching vocabulary.

2.2.2.1 Jeopardy Game

Jeopardy game is adopted from television quiz show and adopted into language game for educational tool by Friedman. The writer chooses this game because Jeopardy can make students become motivated to get a high score. Furthermore, students have potential in their learning.

Jeopardy has two kinds of implementation, high-tech version and low-tech version. In high tech version, it requires computer, PowerPoint, and a TV or projector in the classroom. Furthermore, a Jeopardy board with categories, points, and links is created following instructions found online. Each point value will be able to be clicked on revealing a question. In low tech version, it requires paper, cards, blackboard, and magnet. 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 or used paper. Because this game is visual, both versions have interesting colors. According to Taylor in her online website (2008) the rules of Jeopardy game are simple, as follows:

1. Play individually or in groups.
2. Pick a category and a point value.
3. 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. To see if a student or group is correct, click again for the answer.
6. 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.
8. Continue until all questions have been answered. The team with the most points wins.
9. Bring bells or other noise makers to class for students to answer with.

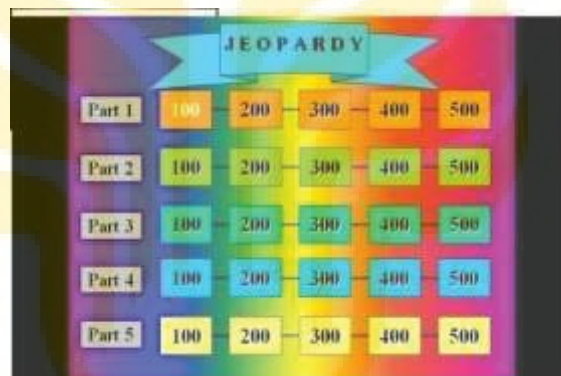
(Taylor, 2008)

The objectives of this game are to find synonyms, antonyms and to answer questions related to the text such as the main ideas, the characters of story and the organization's structure of the text.

2.2.2.2 The Use of Jeopardy Game in Teaching Vocabulary

Teaching vocabulary by using Jeopardy game is very interesting because students will be active and interested in this activity. According to Friedman (2011), there are some procedures for teacher to teach vocabulary using Jeopardy game. The procedures are stated as follow:

1. The teacher divided students into 6 groups, each group included 5 students.
2. The teacher shows the slides on power point. The first slide includes 4 topics and 5 scores (100-500) and there are the questions or clue behind the question mark.



3. After the preparation finished, the teacher commands students for the first group who can quickly put their hands.
4. The group can choose one topic with one score they want.
5. If the group can answer the question, the score is for them.
6. The students cannot use the dictionary but they can ask their member of group about what is the answer.
7. If the group cannot answer the question, the teacher will choose other group who put hands up quickly.

8. The group who get the highest score is the winner.
9. After all questions are answered, the teacher and students discuss it together.

(Friedman, 2011)

2.2.2.3 The Advantages of Using Jeopardy Game

Jeopardy is interesting game that can be used as a media or tool in teaching vocabulary. This game was adopted as teaching media by Friedman. Friedman made a classroom Jeopardy to help the students understanding the material when they learn English. According to the Friedman (2011), playing Jeopardy game in class has some advantages. The following is the advantages of Jeopardy game stated by Friedman (2011):

- a. Jeopardy game is a great way to reinforce curriculum during class time and it also is a valuable educational tool.
- b. Jeopardy game can build students' motivation because this game makes students be competitive with other students to answer the question.
- c. This game can make students cooperate with other because this game emphasizes students not to open the dictionary so that they will consider their memories and inform to each other.
- d. Jeopardy can entertain the students, so the players will be more joyful and fun while they learn vocabulary and play this game.

In addition, this game presents a lot of new vocabulary can be learned by the students. In one table jeopardy consists of 25 new words, if the game is applied in four meetings, the students will get 100 new words of all meetings.

Furthermore, the students' vocabulary will increase based on the first syllabus of first semester. Teachers also need to look at the curriculum and select a suitable material for teaching vocabulary by using Jeopardy game.

2.2.3 Descriptive Text

This part discusses three points of descriptive text. They are the definition of descriptive text, the generic structure of the descriptive text and the lexicogrammatical features.

2.2.3.1 The Definition of Descriptive Text

Descriptive text is a text lists characteristics of something. Gerot and Wignell (1994: 208) states is a text or speech that is meant to give a verbal picture of an object, character, location, or event. In a line with Gerot and Wignell, according to Knapp and Watskin (2005: 97) description enables the categorisation or classification of an almost infinite range of experiences, observations and interactions into a system and allows us to know them objectively or subjectively. The social function of descriptive text stated by Gerot and Wignell (1994:208) is a text used to describe a particular person, place or thing. It means it describes the colors, shapes, sizes, weight, height, width, density, contents, and so on.

2.2.3.2 The Generic Structure of Descriptive Text

According to Gerot and Wignell (1994: 208), descriptive text has two generic structures as follows:

- a. Identification: Contains the identification of terms or preliminary / the general describe of someone or things of the topic.

- b. Description: Contains of the explanation, describes the parts, qualities or characteristics of things and someone that more detail from the identification that has general describe.

2.2.3.3 Lexico-grammatical Features of Descriptive Text

Descriptive text uses some lexico-grammatical features. Gerot and Wignell (1994: 208) describe the sign of descriptive lexicogrammatical features as follows:

- a. Focus on specific Participants (person, thing or place)
- b. Use of *Attributive* and *Identifying Processes*
- c. Frequent use of Epithets and Classifiers in nominal groups
- d. Use of simple present tense

2.2.4 General Concept of Experimental Research

According to Creswell (1994: 117) an experimental research is a research tests an ideas or practices which have cause and effect relationships. In other words, experiment is a way to determine a causal relationship between two variables by reducing or eliminating any distracting factors.

Sugiyono (2011: 72) also stated that, experimental research is a method used to find out the significant effect from specific treatment against the other in control condition. It means that experimental involves comparison of two different variables which one of these variables is given treatment and which one is not. The special characteristic of experimental is there a control group to be compared with the other group.

Creswell stated (1994: 130) that “there are three type of experimental research design. They are pre-experimental research design, quasi-experimental research design and true-experimental research design. Pre-experimental research design is a depth study of particular situation. This method is used to narrow down a very broad field research. In this type of research, the researcher does not have a control group to compare with experimental group. Quasi-experimental design is an experimental design which the subjects are not assigned randomly to the group because control group and experimental group are used in this design. While, true-experimental design is an experimental design which used a control group as a comparison and the subjects of the study are chosen randomly.

Based on the explanation above, the writer chooses quasi-experimental design for this research because the writer wants to compare between experimental group and control group and the subjects of the study are not taken randomly.

2.3 Hypotheses

According to Creswell, hypotheses 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 (Creswell, 2012). Based on the review of related literature, there are empirical and null hypotheses in this research. Empirical hypothesis is working hypothesis that can be tested using observation and experiment. Null hypothesis involves a statement that says there

is no relationship between two groups that the researcher compares on a certain variable. Hypotheses in this research are:

- (1) Empirical hypothesis (H_0): The use of *Jeopardy game* will be effective in improving students' vocabulary mastery at eighth grade students of junior high school.
- (2) Null hypothesis (H_a): The use of *Jeopardy game* will be not effective in improving students' vocabulary mastery at eighth grade students of junior high school.

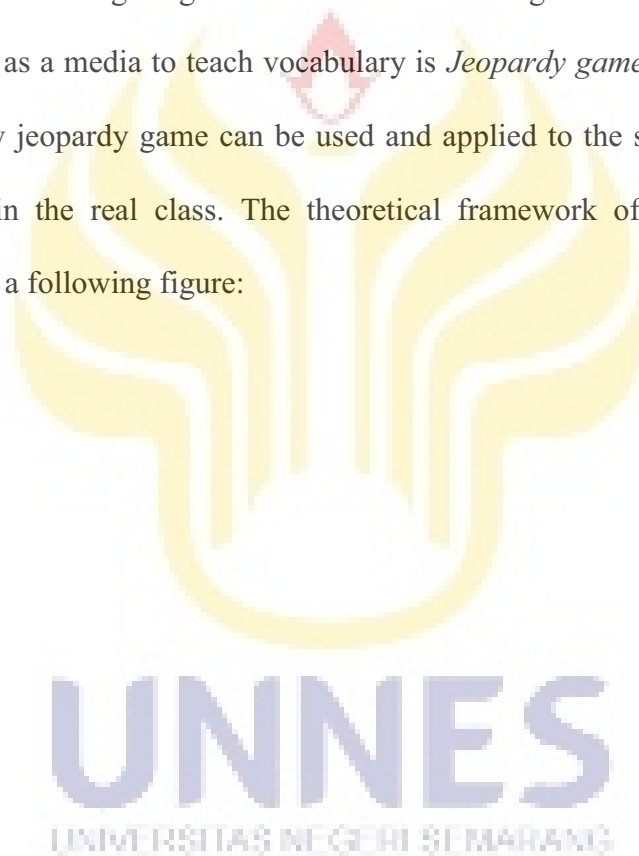
2.4 Theoretical Framework

There are some researchers who have done with their researches about teaching vocabulary in Junior High School or Senior High School. They used various methods or media to investigate their research. They also wanted to know whether their methods are effective or not. However, the writer does not find the same title research "the effectiveness of *Jeopardy game* to improve students' vocabulary mastery". So, the writer would like to conduct a research which uses those researches as references.

The theoretical framework begun from the idea that vocabulary is one of the most important aspects that students need to master in learning English. Mastering vocabulary can lead students to be succeeded in mastering English. People could not communicate well if they do not know the words although their grammar is very good.

In English class, the students need positive stimulus to make their learning become easier and more effective. One of the ways can be used in learning vocabulary is game. Therefore, the theoretical framework in this research has been driven by this theory and relevant empirical research that have been reviewed in the previous section.

The writer will conduct a quasi-experimental research. The participant of the research is the eighth grade students of SMP Negeri 5 Magelang. The game will be used as a media to teach vocabulary is *Jeopardy game*. The research is to find out how jeopardy game can be used and applied to the students in teaching vocabulary in the real class. The theoretical framework of this study can be illustrated in a following figure:



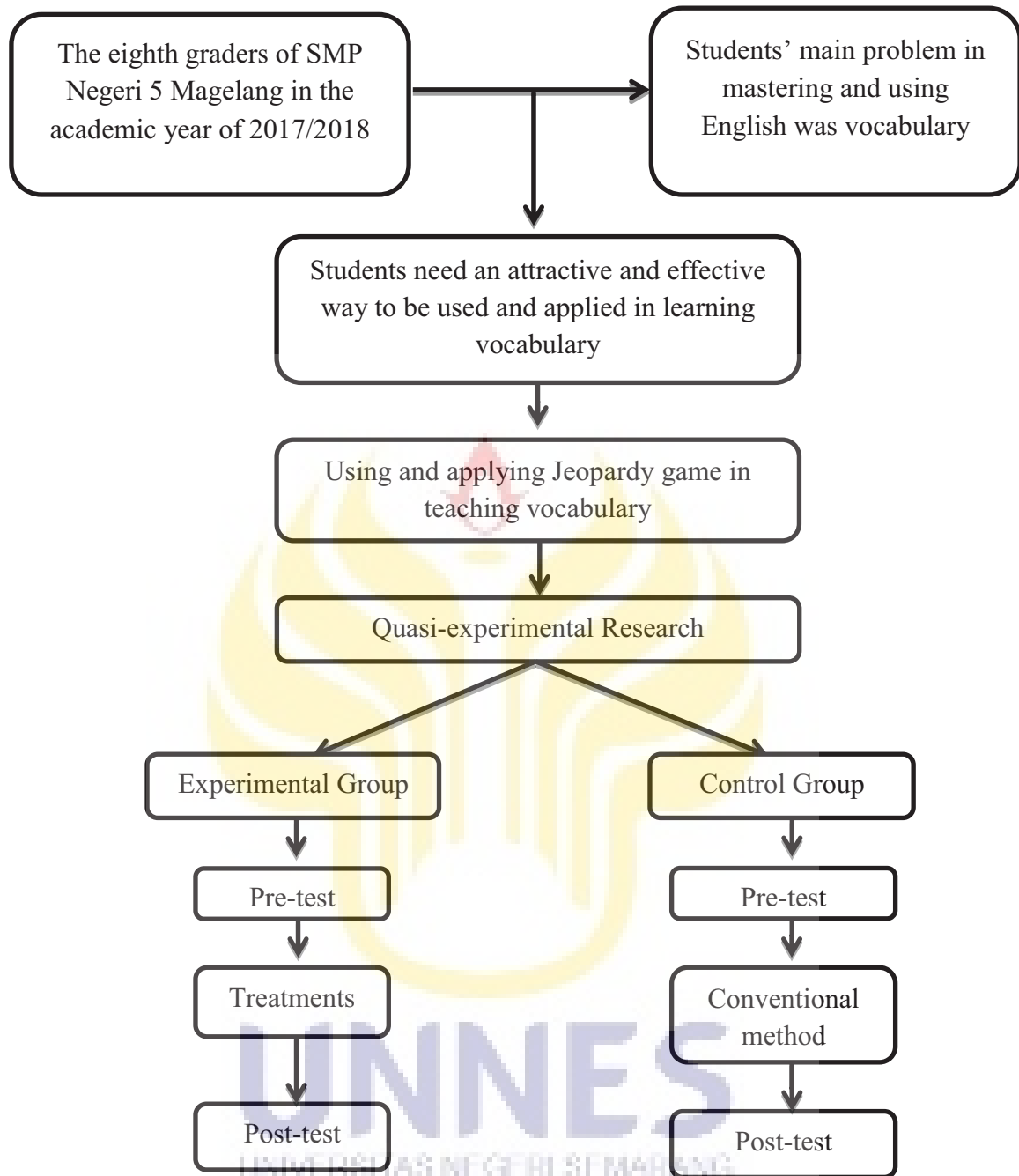


Figure 2.1

The Theoretical Framework of the Present Study

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present the conclusions based on the result of the data analysis in the previous chapter and the suggestion for readers, English learners and teachers.

5.1 Conclusion

Based on results of the data analysis and research finding the writer drew some conclusion. First, based on the questionnaire analysis, Jeopardy game can be used as a media in teaching vocabulary. The used of Jeopardy game to teach vocabulary to the eight grade students of SMP N 5 Magelang was succeeded. All of the students like Jeopardy game. It was proven by their answer in questionnaire. Students liked Jeopardy game because it is very interesting and fun, so that they can easily understand and remember the vocabulary they have learned.

Second, the implementation of Jeopardy game to the eighth grade students of SMP N 5 Magelang can improve the students' vocabulary mastery in descriptive text. During the treatment was conducted, Jeopardy game succeeded in improving the students' vocabulary mastery because the game seemed like quizzes on television, the students were asked to answer the entire questions related to the vocabulary in descriptive text. The students had to remember the meaning, synonym and also antonym of vocabulary. However, it is all packaged

in an interesting game so that the students did not get bored. Moreover, the students become active participation both individually or in group while Jeopardy game was applied in teaching vocabulary.

Next, Jeopardy game is an effective tool to improve students' vocabulary mastery in descriptive text. It was proven by the mean scores differences of post-test result, and t-test result. After getting the treatment, the mean scores between the experimental group and the control group were gradually increased. The experimental group got 83,4 and the control group got 73,0. Then the result of t_{value} in post-test result obtained 3,817 and t_{table} was 2,002. It meant that t_{value} was higher than t_{table} ($3.817 > 2.002$). So, it can be concluded that there was a significant improvement in vocabulary achievement between experimental group and control group.

5.2 Suggestions

The following are some suggestions that could be taken based on the research finding and discussion for English teaching and learning.

1) For the teachers

The teacher should find a fun way or different strategy in teaching English to avoid students' boredom in teaching learning process. It is highly recommended for teacher to apply some kind of game such as Jeopardy in teaching English especially vocabulary. The teachers can apply Jeopardy game for teaching vocabulary of descriptive text since this strategy or method is able to encourage the students to share their ideas and opinions. It has been

proven in eight grade students of SMP N 5 Magelang that Jeopardy game can improve students' vocabulary mastery. However, it is important for the teacher to choose proper game in learning activity.

2) For the students

The students should enrich their vocabulary through many kind of sources. They can read English magazine, English story books, or they can watch English video or movie to enrich their vocabulary mastery. Besides, students are expected to improve their vocabulary through fun way such Jeopardy game.

3) For the next researchers

This study is limited to the period of the treatments which took only four meetings. Therefore, the development of the students' vocabulary mastery was not too big. In addition, this study is limited to a big number of the students since it was conducted in a classroom consists of 29 students. The students have to follow the rules of Jeopardy game in which they have to answer the question by discussing it with their group member. However, they sometimes speak randomly. That is why the teachers have to be able to control all students in the class. The next researchers hopefully can extend the time of the treatment and manage the number of the students so that the students' ability can be fully developed.

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