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PLAYING JEOPARDY GAME ON STUDENTS' VOCABULARY MASTERY

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Abstract

This research presented the Effect of Jeopardy Game on Students' Vocabulary Mastery at Eighth Grade of SMP Negeri 14 Kolaka Utara. The research question was: Is there any Effect of Jeopardy Game on Students' Vocabulary Mastery at Eighth Grade of SMPN 14 Kolaka Utara? The design of this research was a quasi-experiment by using a non-equivalent control group design. The variable of this research consisted of two variables Jeopardy Game as the independent variable and the students' vocabulary mastery as the dependent variable. The samples of this research were the second-grade students class VIII A and VIII B of SMP Negeri 14 Kolaka Utara. There were 26 students in VIII A which consisted of 12 males and 14 females, and there were 26 students in VIII B which consisted of 12 males and 14 females. The instrument of this research was a vocabulary test. Data collection techniques in this research were giving pre-test and post-test. It was found out that there was Effect of Jeopardy Game on Students' Vocabulary Mastery at Eighth Grade of SMP Negeri 14 Kolaka Utara. It could be seen from the mean score of post-test (64.04), it was higher than the mean score of pre-test (31.46). And for the control class can be seen from the mean of the post-test (59.50), it was higher than the mean of the pre-test (41.38). The results showed that $T\text{-test} > T\text{-table}$ ($12.307 > 2.059$) experiment class was higher than $T\text{-test} > T\text{-table}$ ($10,684 > 2.059$) control class. The alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected.

Keywords: Jeopardy Game, vocabulary.

Introduction

Vocabulary is one of the components that are taught in English learning. The students who acquire a lot of vocabulary be able to construct good communication. The students cannot read, speak, listen, and write without understanding the meaning of the word. The students at every level should focus on strengthening their vocabulary knowledge because it can determine the success of learning. Thanh Huyen & Thi Thu Nga as cited in Maryam and Behzad (2013) explain that vocabulary plays an important role. It is one of the elements that links the four skills of speaking, listening, reading, and writing all together.

The importance of vocabulary is larger than other aspects because if we do not master vocabulary, we will get difficulties in speaking fluently, learning grammar, reading and writing. Based on the above background, the researcher formulates the research problem as follows: is there a significant effect of the Jeopardy Game on the vocabulary mastery of the eighth grade students of SMPN 14 Kolaka Utara?

Based on the formulation of the problem above, the general purpose of this study was to determine whether the use of Jeopardy Games has a significant effect on the vocabulary mastery of eighth grade students at SMPN 14 Kolaka Utara.

Literature Review

According to Juhendi (2011: 4) in his research said that "vocabulary is a vital aspect in language, because it appears in every skill of language including listening, speaking, reading and

writing skills. From the statement said that vocabulary is the main aspect in English, because vocabulary is in every ability in English including listening, speaking, reading and writing skills. Richards and Renandya (2002) stated there that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.

Vocabulary is the as fundamental requirement that influences students' achievement in studying English. Without vocabulary, there that is not communication, reading, and writing can be conveyed. So that, it is important to

know what the vocabulary is. As follows the definitions or concepts of vocabulary by some experts.

According to Soedjito (2009: 24) vocabulary or vocabulary is defined as: All the words in a language, the richness of words owned by a speaker or writer, words used in a field of science, a list of words arranged like a dictionary as well as a brief and practical explanation. According to Kridalaksana (2001), vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

In other opinion, according to Sarlotha in Munawir (2010) vocabulary is one of the language elements that plays an important role in the understanding passage in communicating ideas, emotions, feelings and thought in both oral and written forms.

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Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wehmeier and Hornby (2000) have three implications for word vocabulary; at first, vocabulary as the most significant number of words in a language, at that there point as unquestionably the number of words utilized by an individual, at last as a rundown of words utilized in a book or a bit of composing. Laufer and Goldstein, (2004). Accordingly, the significance of vocabulary information has been accentuating, and vocabulary has been considered one of the most significant languages learning segments. A few examinations in the second language (L2) have indicated that vocabulary information is probably the best indicator of understanding capacity and the capacity to get new subtleties from the content. Vocabulary is the as fundamental requirement that influences student's achievement in studying English. Without vocabulary, there that is not communication, reading, and writing can be conveyed. So that, it is important to know what the vocabulary is. As follows the definitions or concepts of vocabulary by some experts. We used vocabulary in the form of language to express our feelings, idea, etc. whether is orally or in written to other people. Talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills. In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for us to catch what someone said if we just know the construction of sentence without knowing the words. In speaking, vocabulary is used to express our ideas or feelings to the others orally.

The words we have influence how effective the communication runs. In reading, it is used to comprehend the reading material. Reading without vocabulary mastery caused difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage. In writing, the researcher used vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering.

Gairns and Redman in Baharuddin (2009) concluded that that there by learning vocabulary the learners can recognized and comprehend the context of reading and listening material, and

later as productively as the learners can recall and used them appropriately in speech and writing. In this case, the statement is noted by Legget in Baharuddin (2009) that there by vocabulary, the learners can recognized all the words in written and oral context and finally they can used them daily in speaking and writing.

Teaching vocabulary means that there teachers taught the meaning by translating the words and more than just presenting new words. Teacher should take into account the three important aspects of vocabulary learning word form, word meaning and word used. In otherwords, vocabulary teaching should cover both the central features of lexical items and their relations with other words. Teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossibled to learn a language without words, even communication between human beings is based on words. It can be concluded that there 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 vocabularyto taught be in someone else's hands (syllabus designers, for example), or has 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 (ifany) have been followed in making decisions about vocabulary contained in language courses, and what the goals of particular decisions are.

Furthermore, in teaching vocabulary, according to Mofareh (2015), Teaching vocabulary is one of the most discussed parts of Teaching English as a foreign language. When the teaching and learningprocess takes place, problems would appear to the teachers. They have problems of how to taught students in order to gain satisfying results.

According to Penny (1991), there are some items that teachers must give attention to teaching vocabulary, these are :

1. Form

The mastery of Vocabulary involves the mastery of pronunciation and spelling. The leaner had to know how the word is sounded and how the word is spelled. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

2. Grammar

The grammar of a new word needs to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable changed of form in certain grammatical contexts. It is important to provide learners with the information at the same time the teacher teaches the based form of a word.

3. Collocation

The collocation typical of particular items is another factor that makes a particular combination sound right or wrong in a given context. This is another piece of information about a new item which may be worth teaching. Collocation is also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

4. Aspect of Meaning

Denotation, Connotation, Appropriateness. Denotation is the meaning of a word that primarily refers to the real world. It is often the sort of definition in dictionary. Meanwhile, a less obvious component of the meaning of an item is its connotation, the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Besides denotation and connotation, an aspect of meaning that also needs to be taught is whether a particular item is appropriate one to used in a certain context or not. It is useful for a leaner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends, to be used in writing but not in speech, or is more suitable for formal than informal situation, or belongs to a certain dialect.

5. Meaning Relations.

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship, they are: synonyms (item that mean the same or nearly the same); antonyms (items that mean the opposite); hyponyms (item that there serve as specific examples of a general concept); co-hyponyms or co-ordinates (other items that are the same kind of thing); super-ordinates (general concepts that cover specific items); and translation.

6. Word Formation

Vocabulary items, whether one-word or multi-word, can often be broken down into their components exactly how these words are put together is another piece of useful information.

Teachers may teach the common prefixes and suffixes. However, they should be warned that in many common words, the affixes no longer have any vocabulary items are built is by combining two words to make one item.

It could be concluded that there vocabulary is the complete skill which from master some those vocabularies, the learners also learn how to pronounce, listen, and write correctly. The better they master the vocabulary, the better they speak and write in English.

Jeopardy is an American quiz show created by Merv Griffin (1964), it had a unique answer-and-question format in which contestants are presented with clues in the form of answers, and must phrase their responses in question form. In Addition, June Prezler, Barb Rowenhorst, and Jo Hartmann (2006) stated that there Jeopardy is developing a matrix with six columns and six rows. Title the matrix with the unit of studied. The top row's cells are labeled with categories that relate to the unit of studied. Related content terms are listed below each category. Each cell contains a vocabulary word that there correlates with the column's category. Although the original game is composed of only three rounds, six categories to choose, and the answers must be given in the form of questions, the classroom can be modified to fit the context of the lesson.

Further, Jeopardy Game is adopted from television quiz show and adopted into language game for educational tool by Friedman. It is a popular answer-and question quiz. Wukasch (2016) states that Jeopardy can provide an enjoyable way of preparing for the final exam. Students can get ready for the exam while at the same time having some fun. Jeopardy game can be play individual or in a teams. The writer chose this game because Jeopardy can make students become motivated to had the high score

Furthermore, 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. 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

Further Moreover, the idea for this game has been supplied by George Tomlinson. For the first time, George used this game when he was at Kuso Junior High School in Pusan, Korea. Classroom game is a Jeopardy-style game that teachers can modify and use for their classroom. This game is easy to apply and effective to taught vocabulary. Such as John and Sarah (1996) said that there they had beentried it with several classes and it works really well. It also avoids the students feel bored

Even though there is much game can be used to taught vocabulary in this study, the researcher chose a Jeopardy Game. Jeopardy is a popular trivia game in America. For this activity, a board with categories and points is displayed for the classes to seen (either in PowerPoint or on the blackboard.). The researcher chose this game because it can increase students' motivation to get a high score. Besides that there, when the teacher used Jeopardy Game as media to taught 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 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. Because this game has categorized as visual, so it has more color in this game.

Methodology

1. Research Design

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

In this study, the researcher used quasi experimental study. A Quasi experimental studied was used because it depends on the availability of population. According to Cook and Campbell (2009), experiment research is all experiments involved at least a treatment, an outcome measure, units of assignment and some comparison from which changed can be inferred and hopefully attributed to the treatments.

The researcher used two classes in her research. The first class was control group. In this class students were given pre-test and post-test. The second class was experimental group. In this class students were given pre-test, treatment, and post-test.

2. Participants/Respondents/Population and Sample

- Population : was the whole subject. The population was the sum total of the units or individuals whose characteristics were to be examined. If someone wants to examine all elements that exist within the research, the researcher also called population studied.

- Sample : The population of this research was taken from the eight grade students' of SMPN 14 Kolaka Utara. The eight grade student of SMPN 14 Kolaka Utara consists of 2 classes: VII A, B, in academic years 2022/2023. The sample was a portion of a population. The sample was part of the population whose characteristics were to be investigated. Kultarr (2007) says that there sample was defined as a finite part of a statistical population whose properties were used to make estimates about the population as a whole. It was concluded that the sample was a small part of the population that was representing the whole subject of the research.

The research used purposive sampling technique, where the technique for determining the sample was based on considerations that focused on a specific goal. In line with this, Sugiyono (2016: 85) suggests purposive sampling, namely the technique of taking subjects with certain considerations. So the researcher took the subject as many as 52 students which were divided into 2 classes namely classes VIII B as experimental class and VIII A classes as control class. The subjects of this studied used to obtain data were not chosen randomly but carried out selectively according to the objectives to be achieved in the studied, namely to determine the effect of the Jeopardy Game in vocabulary mastery in class VIII SMP Negeri 14 Kolaka Utara.

3. Technique of Data Collection

- a) Conducting pre-test. It aims to find out the students' prior knowledge before giving the treatment.
- b) Conducting treatment. The researcher used the Jeopardy Game in teaching vocabulary in the treatment classes. In this case, the researcher used different topics in 3 meetings.

4. Instruments

The research instrument was in the form of a vocabulary test which consisted of several multiple choices of the vocabulary test, namely the pre-test and post-test. The test was used to measure the students' vocabulary after being taught with the Jeopardy Game. After the students were taught using the Jeopardy Game, they increased the students' vocabulary mastery.

5. Technique of Data Analysis

To analyze the data, the researcher used the comparative technique. The researcher compared the score before and after the treatment was given. This technique was useful to prove statistically whether or not the outcomes differences between the experiment class and controlled class. According to Arikunto (2015), before the researcher used T-test, she calculated the normality test.

a. Normality test

Test of normality aims to determine whether the distribution of responses has a normal distribution or not, Ghozali (2016). Test of normality in this research was done by using Kolmogorov Smirnov formula with using the SPSS 16.0 computer program.

The interpretation of the test of normality can be concluded as follows:

- a. If the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha Asymp. Sig. (2-tailed) > 0.05 it can be concluded that the data derived from populations were normally distributed.
- b. If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that the data from the population distribution was not normal.

b. Test of Hypothesis

Hypothesis test analysis was conducted to determine the effect of Jeopardy Game on the students' vocabulary mastery. Testing hypothesis was done with Paired Sample T-test using the SPSS 16.0 for Windows program.

c. Paired Sample T-test

Hypothesis testing in this research was determined based on the results of the data from the normality test. Based on the results of the data from the normality test, it was possible to determine what test tool was most suitable to use. If the data were normally distributed, the Paired Sample T-Test parametric test was used. Meanwhile, if the data were not normally distributed, a non-parametric test is used, namely the Wilcoxon Signed Rank Test. The two different test models were used to analyse the pre-test and post-test or before and after test research models.

Furthermore, Paired sample t-test was used to test the differences between two paired samples. Paired samples were defined as a sample with the same subject but underwent two different treatments in the situation before and after the process. Paired sample t-test was used when the data was normally distributed. According to Widiyanto (2013), paired sample t-test was one of the testing methods used to assess the effectiveness of treatment, marked by differences in the average value before and after treatment Paired Sample T-test Formula

$$t_{hit} = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

Where:

$$SD = \sqrt{\text{var}}$$

$$\text{var}(s^2) = \frac{1}{n-1} \sum_{i=1}^n (x_i - \bar{x})^2$$

With:

t : Value of t

\bar{D} : The average differences between measurement 1 and 2

SD : Standard deviation of the differences between measurement 1 and 2

n : Number of samples

Findings and Discussion

1. Findings

The data gained in the findings were divided into two, namely the data analysis from the pre-test and post-test experiment class, and the data analysis from the pre-test and post-test control class.

2. Discussion

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. whether orally or in written to other people. Talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary.

Wukasch (2016) stated that Jeopardy Game can provide a fun way of learning. Jeopardy game can be played individually or in teams. This relates to Jeopardy Game, it is an American Quiz which has a unique question- and-answer form in which contestants are presented with clues in the form of answers, and must phrase their responses in question form. According to June Prezler, Barb Rowenhorst, and Jo Hartmann (2006) Jeopardy is developing a matrix with six columns and six rows. Title the matrix with the unit of study. The top row's cells are labelled with categories that relate to the unit of study. Related content terms are listed below each category. Each cell contains a vocabulary word that correlates with the column's category.

Based on the observation, it is found that the students are curious about the words that they have to guess in Jeopardy Game, they are excited to find out the words in the dictionary and try to collect a lot of points as possible to become a winner. This is consistent with Aspina (2009) who stated that there in teaching and learning vocabulary process, the teacher catches the pupils' attention and involves the students in learning process actively by creating the variety and flexibility of techniques in teaching English, particularly in teaching vocabulary.

Conclusion

Based on the finding and discussion, it can be concluded that referring to the result of this research, it was obvious that the Jeopardy Game contributed effect towards the students' vocabulary mastery results and there was a positive effect on the learning process. From the comparison between the pre-test and the post-test of the experiment class, it was indicated that

both classes have an effect, but the effect is significantly more influential based on the list of students because the post-test of the experimental class was found to be higher 64.04 than the pre-test 31.46. The pre-test and the post-test of the control class were 41.38 and 59.50, which meant that there was a significant effect on the students' vocabulary mastery at the second-grade students of SMP Negeri 14 Kolaka Utara after being given with the treatment. The result also could be seen from the T-test in the significant level (α) of 0.05. The result showed that T-test ($T_{\text{count}} > T_{\text{table}}$) ($12.307 > 2.059$). The null hypothesis (H_0) was rejected. It meant that the alternative hypothesis (H_1) was accepted because there was a significant effect of the Jeopardy Game on the vocabulary mastery of eighth graders at SMPN 14 Kolaka Utara.

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