Volume 11 No. 3 p 332-341
Journal of English Language Teaching
EISSN 2302-3198
Published by Jurusan Bahasa dan Sastra Inggris
FBS Universitas Negeri Padang
available at http://ejournal.unp.ac.id/index.php/jelt

The Effect of Jeopardy Game on Vocabulary Mastery in Eleventh Grade at SMAN1 Kamang Magek

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Article History
Submitted: 2022-07-26
Accepted: 2022-09-05
Published: 2022-09-05

Keywords:
Jeopardy game, vocabulary, and vocabulary mastery

Abstract

A quasi-experimental research was employed in this research. The objective of this research was aimed to determine the effect of the Jeopardy game on vocabulary mastery in eleventh grade at SMAN1 Kamang Magek. The SMAN1 Kamang Magek students in the eleventh-grade comprised the research's sample. The experimental class comprised of 23 students from XI MIPA 1. However, the control class comprised of 25 students from XI IPS 2. The pre-test and post-test parts of the vocabulary test that was obtained in this research were separated. 30 multiple-choice questions were used to build the instruments. According to data analysis using the Paired Sample T-Test, the experimental class's mean pre-test score was 19.96, while its mean post-test score was 60.26. It was undeniable that Jeopardy is used to instruct students perform better than those who are taught using non-Jeopardy. The research's null hypothesis (H0) is rejected since the data show that the 2-tailed significance value is less than 0.05 (0.05). The first hypothesis (Ha) is therefore accepted, and it is asserted that the Jeopardy game is effective in terms of vocabulary mastery.

How to Cite: Agustin, T. L., & Zainil, Y. (2022). The Effect of Jeopardy Game on Vocabulary Mastery in Eleventh Grade at SMAN1 Kamang Magek. Journal of English Language Teaching, 11. (3): pp. 332-341, DOI: 10.24036/jelt.v11i3.118265

A. INTRODUCTION

One amongst the language components that has a pivotal role in learning English and during the transmission of information is vocabulary. This means that the more people learn words, the more students can strengthen their command of terminology and their capacity for comprehending and writing texts. Richard & Renandya (2002) argues that vocabulary can also be a crucial part of language proficiency. They also offer numerous premises for the most basic ways that students can talk, listen, read, and write. From the explanation before, the researcher concludes that vocabulary is essential for the students to grasp.

By expanding our vocabulary, people become much more likely to recognize each word at specific intervals in the language we are accustomed to. Nunan (1991) argues that adequate vocabulary mastery is very important for language learners' well-being; without a broad vocabulary, the learner will not

be able to use language communicatively. The main takeaway from this assertion is that vocabulary is the foundation for all elements of language learning. Hence, it must be learned when learning a language. However, when students do not have a lot of vocabulary in their minds, they will have difficulties knowing the meaning or what is conveyed, both spoken and written.

The researcher already observed at SMAN 1 Kamang Magek in Eleventh grade during the educational field practice, which was carried out for six months. There, students were still difficult to understand vocabularies or words in reading assignments. For example, the researcher taught in Eleventh grade. The researcher was discussing a simple text with students; the teacher asked them about the meaning of vocabulary in the text. However, students could not answer the questions given because they did not understand the meaning. That can be happened due to the lack of vocabularies owned by students.

In addition, the research discovered facts about the teacher's difficulties in teaching vocabulary. The majority of teachers have difficulty transmitting or teaching language, resulting in their students' vocabulary not increasing. The research then discovered that teachers lacked creativity in their teaching, such as using media to teach students vocabulary. Students are frequently taught vocabulary through question-and-answer sessions with their teachers. For example, the teacher might inquire, "Miss, what does this mean?" or "Active, what does it mean?". Then, when it comes to difficult words, the teacher simply instructs students to check their definitions in a dictionary. In reality, the usage of media can be employed to engage students in the learning process and to draw their attention to learning. Teaching with media not only assists teachers in conveying the target language to students, but also motivates them to learn by providing audio and visual material that keeps students engaged in the lesson and paying attention to that.

The use of media tools help students' process information by appealing to their senses. This improves their comprehension of the target culture and fuels their desire to study the language. By incorporating media into the classroom, students' interests are increased and they can comprehend the material, which means they will concentrate on the lesson. This is supported by Evenddy & Hamer (2016) that the media plays an important role in generating students ' motivation to learn vocabulary. The conclusion that can be drawn from the opinion above is that the media is essential in the process of learning vocabulary. Games are one type of media that can be applied.

According to Wright et al., (2006) games can help students form their interest in learning something by creating a meaningful and useful context. The game that the researcher means here is a jeopardy game. This game was devised by Friedman as a fun language game with educational objectives that was adapted from a television quiz. This game can assist students come up with unique solutions to some problems that arise and help students to remember words after they know the answers to these questions. Jeopardy game is of guessing game. According to Hadfield (1997), guessing games can make students think about what they should guess about the information that appears and what answers will match the questions. This means, in the jeopardy game,

the teacher will use a fun way by asking questions related to the definition of items or words, then the students will give answers related to what items or words will appear.

Numerous researchers have presented research on the Jeopardy game. Numerous research that are pertinent to this research are: First, Sepyanda & Handayani (2021) with the title "*The Effect of Jeopardy Game Toward Students' Vocabulary Mastery*." It shows that the Jeopardy game can improve the vocabulary mastery of the students. Yanti (2018) with the research's title "*The Effect of Using Jeopardy Game Towards Students' Vocabulary Mastery at Seventh Grade of SMP Nurul Ikhlas Padang Panjang in Academic Year 2018/2019."* In her research, she proves that using the Jeopardy game can help students to improve their vocabulary mastery. Muleng (2017) with the research's title "*The Influence of Jeopardy Game on Students' Vocabulary Mastery at The Eight Grade of SMP Kartika II-Dua (Persit) Bandar Lampung in The Academic Year of 2017/2018."* The result of the research is Jeopardy game gives an impact on students.

There are some differences between this research and earlier research, despite the fact that many researchers have looked into the effectiveness of jeopardy games for vocabulary development. In previous, some researchers did not mention what topics the vocabulary teaching was taught. In this research, the researcher will use KD 3.8 in the eleventh grade with the topic of explanation text. This is supported by the topic used in this second semester genre-based text, where students will learn a lot about texts.

According to the previous explanation, this research is intended to bridge the language skill development gap. Therefore, the researcher will hold experimental research with the title "The Effect of Jeopardy Game on Vocabulary Mastery in Eleventh Grade at SMAN 1 Kamang Magek".

B. METHOD

1. Research Design

The researcher utilized a design of a quasi-experimental research. A quasi-experiment is an experiment with treatment but no random assignment. Using a comparison to identify changes brought on by treatment was defined by Sugiyono (2013). Pre- and post-tests were taken neither the control group nor the experimental group in this research. The researcher was in responsibility of the treatment only for the experimental class.

2. Population and Sample

The population is made up of all the groups that the research will identify. All class XI students at SMAN 1 Kamang Magek during the 2021–2022 academic year comprised the population for this research. The experimental class in this research was designated as XI MIPA 1, while the control class was designated as XI IPS 2. Cluster random sampling was used by the researcher to gather samples among two classes. The level of both classes was the same, — in other words equal.

 EISSN: 2302-3198

3. Instrumentation

A vocabulary test served as the research's instrument. The parts of speech included nouns and action verbs in the vocabulary test are linked to the fundamental competencies (explanation text). It has been made accessible to the SMAN 1 Kamang Magek students in the eleventh grade. The test was administered using 30-question multiple-choice for the tests that the researcher designed as pre- and post-tests.

3.1 Validity

According to Ary et al., (2014), the proportion to which an instrument actually measures what it later claims to measure is known as validity. Construct validity was used by the researcher in this research. According to Kothari (2004), Construct validity is the most complex and abstract. In the validity test, the researcher used biserial point correlation in SPSS. A continuous variable and its direction and degree of correlation and a dichotomous variable are assessed using point-biserial correlation.

3.2 Reliability

According to Gay et al., (2012), the precision in which a test examines the variables it is intended to is known as reliability.. The reliability of the test is evaluated in this research using Cronbach's Alpha. The dependability of the provided questions was evaluated using the results of the reliability test or whether they require revision. The reliability is categorized by the researcher as follows:

Table 1 Table of Guilford's Reliability Coefficient

Reliability Test Coefficient	Classification
0.80 – 1.00	More Highly
0.60 – 0.80	High
0.40 – 0.60	Fair
0.20 – 0.40	Low
<0.00	Very Low

4. Procedure of the Research

To determine the equivalence of both classes' abilities, the pre-test was administered as the first step. Afterwards, The Jeopardy game was employed by the researcher as a medium of instruction in the experimental class, whereas in the control class, the researcher did not utilize the Jeopardy game. The time for teaching or the treatment was 40 minutes of learning time during 6 meetings. After its treatment, neither the experiment class nor the control class students received the post-test. The post-test was intended to measure how well the Jeopardy game was played as a treatment.

5. Technique of Data Collection

The researcher utilized tests to gather the data. In this research, neither pre-test nor post-test evaluations were used. These tests were divided into 30 multiple-choice questions that the researcher designed. The test was administered neither the experimental class nor the control class. The test's objective was to determine how the Jeopardy game affects vocabulary mastery. Using a pre-test, the researcher was able to discern the students'

vocabulary mastery before beginning any treatments. The post-test is intended to gauge the students' level of vocabulary proficiency has improved as a result of the researcher's use of the Jeopardy game.

The assessment of the students' vocabulary mastery using selected criteria from Haris (1996) is as follows:

Table 2 Table of Vocabulary Mastery Score

Score	Level of Ability
81-100	Excellent
61-80	Good
41-60	Mediocre
21-40	Poor
0-20	Very Poor

6. Technique of Data Analysis

Quantitative data analysis was utilized in research. The Paired Sample T-Test was utilized by the researcher to assess the data. To identify the noteworthy discrepancies in students' vocabulary knowledge between both the scores of the pre- and post-tests, a paired sample T-test was contrasted using the two data. Using the normality and homogeneity tests, the researcher identified the allocation and homogenization of the data.

1. Normality Test

A normality test was utilized to detect whether the current data was distributed frequently or not. The Kolmogorov-Smirnov method was the normality test employed in SPSS. The assumption was that the data were assumed to be normally distributed if the sign was more than (>) 0.05, and abnormally distributed if the sign was less than (<) 0.05.

2. Homogeneity Test

The homogeneity test ensured that the data from the proportions of the control class and the experimental class were equivalent. The findings of the pre-test and post-test neither the experimental nor control classes had undergone homogeneity tests. The homogeneity test's conclusions were predicated on this presumption. If the sign on "based on the mean" is greater than (>) 0.05 and less than (<) 0.05, it was considered that the data variance was homogeneous, and it was considered that it was non-homogeneous otherwise.

3. Hypothesis Test

The hypothesis was tested following the completion of the normality and homogeneity tests. To ascertain whether the test hypothesis was accepted or rejected, hypothesis testing have done. The data was then analysed using a Paired Sample T-Test by the researcher.

 EISSN: 2302-3198

C. RESULT AND DISCUSSION

1. Result

1.1 Data Description

Table 3 represents the students' pre- and post-test outcomes in SPSS.

Table 3 Descriptive Statistics of Students' Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	23	7	43	19.96	9.033
Pre-Test Control	25	3	40	20.16	10.730
Post-Test Experimental	23	43	90	60.26	13.254
Post-Test Control	25	10	53	26.60	12.356
Valid N (listwise)	23				

The control and experimental classes' mean scores had different averages. Table 3 shows the disparity between the pre-test scores for the experimental class and the control class. The pre-test mean score for the control class was 20.16. The experimental class's mean pre-test score was 19.96. There was a 0.2 difference in pre-test scores between the experimental and control classes. Because of this, the control class's mean score was higher than the experimental class's.

The difference of the mean scores in the post-test collected from both classes can also be spotted in the table 3. The mean score of the post-test in the control class was 26.60. Meanwhile, the mean score in the experimental class was 60.26. The difference scores among the control and experimental class in post-test was 33.66. The outcome was that the experimental class's mean score increased than the control classes.

The fact that the mean score increased from the pre-test to the post-test was evident from the difference in mean values either the experimental nor control classes. Between the pre-test and the post-test, there was an increase. The control class had seen a 6.44 point increase, increasing from 20.16 to 26.60. Meanwhile, the experimental class's mean pre- and post-test scores increased by 40.3 points from 19.96 to 60.26. However, after implementing the jeopardy game, the mean value in the experimental class increased significantly. It may be stated that using jeopardy games resulted in a considerable increase in scores when compared to non-jeopardy games.

1.2 Normality Test

To evaluate if the data has been regularly distributed or not, a normality test was utilized. There was usage of the Kolmogorov-Smirnov test in SPSS to examine this normality test. The outcomes of the SPSS normality test were displayed in the table 4 below:

Table 4 Result of Normality Test

Tests of Normality				
	Class	Kolmogorov-Smirnov[a]		
		Statistic	Df	Sig.
Students' score	Pretest Experiment	.151	23	.191
	Posttest Experiment	.117	23	.200*

	Pretest Control	.176	25	.045
	Posttest Control	.144	25	.189
*. This is a lower bound of the true significance. a. Lilliefors Significance Correction				

According to the findings of the previous normality test, the experimental class's sig. values were more than 0.05 at 0.191 and 0.200, the data for the experimental and control classes were normally distributed. Additionally, the sig. values in the control class were 0.045 and 0.189, both of which were higher than 0.05. The results of this study's data were thus regularly distributed.

1.3 Homogeneity Test

To ascertain if the sample variance in this study is homogeneous or not, the homogeneity test is utilized. The homogeneity of the sample variance in this study was examined using Levene's statistics in SPSS. The outcomes of the SPSS homogeneity test are then displayed in the table 5:

Table 5 The Result of the Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' score	Based on Mean	.016	1	46	.899
	Based on Median	.021	1	46	.884
	Based on Median and with adjusted df	.021	1	42.708	.884
	Based on trimmed mean	.024	1	46	.877

According to the table 5, the "based on mean" sig. value was 0.884 and was higher than 0.05, proving that the dispersion of the sample was equal.

1.4 Hypothesis Test

The researcher employed hypothesis testing by employing a Paired sample t-test in SPSS to obtain the research's findings. The outcomes of the paired sample t-test are then can be spotted in table 6 below.

Table 6 The Description of Paired Sample T-Test of Experimental Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	19.96	23	9.033	1.883
	Post-test	60.26	23	13.254	2.764

Table 9 showed the value of each sample in the experimental class. The pre-test had an average of 19.96. On the pre-test, the standard deviation and standard error reported 9.033 and 1.833. However, the post-

test had an average of 60.26 which was more than the pre-mean test's on average. The standard deviation in the post-test was 13.254 and the standard error was 2.764, which means it was also higher than the pre-test. As a result, the correlation value after paired t-test can be spotted in the table 7.

Table 7 The Result of Paired Sample t-test of Experimental Class

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-40.304	13.946	2.908	-46.335	-34.274	-13.860	22	.000

According to the data in table 7's paired sample t-test, the sig. value (2-tailed) is 0.000, which denotes that the sig. value is less than (<) 0.05. Because of this, the first hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. It may be argued that the utilized of the Jeopardy game is effective on vocabulary mastery in eleventh grade at SMAN 1 Kamang Magek.

2. Discussion

This research was done out whether the use of the Jeopardy game is effective in mastering vocabulary in the eleventh grade at SMAN1 Kamang Magek. The researcher discovered that the Jeopardy game had a positive effect on students' vocabulary mastering according to the data analysis and findings. In addition, the implementation of Jeopardy game made learning activity became active because it motivated students to get the answer carefully and correctly.

In preliminary research, students tended to be slow to learn, especially in reading and understanding the text provided by the teacher. Every time they were given a task in the form of a vocabulary test or interpreting something, students tended to admit they did not know it because they felt they have never studied it. When they ordered to look at the dictionary students also felt reluctant. It affected the grades and abilities of these students.

In preliminary research, the researcher also observed the teaching by the teacher. The researcher found the fact that the teacher did not use any media that could be used to attract students' interest in learning. Sadiman (2010) said that media can be used to transfer messages and could also generate students' interest in their attentions, feelings, and thoughts, which can support the learning process. So, media plays a crucial role in the vocabulary learning process. Media may be utilized to convey messages and can also get students' interest in their attentions, sentiments, and thoughts, all of which can aid in the learning process. Therefore, Jeopardy was used by the researcher as a media in teaching English

vocabulary. The jeopardy game in this study was used as a media reviewer used to check students' understanding of vocabulary which was carried out in groups. So, each group member had the same responsibility in remembering the vocabulary that had been studied together.

The research was carried out by applying the jeopardy game to the experimental class and non-jeopardy to the control class. In the experimental class, the jeopardy game is used as a medium which made students active and remembered the vocabulary they have learned. Also, through Jeopardy, students got direct answer as feedbacks. In this case, answers as feedbacks came from their friends in their group or answers from other groups. It happened when students heard answers from their friends, they immediately remembered the vocabularies. They might forget a word, but they immediately remembered it when they heard their friends' answers. This game was very helpful for their vocabulary mastery. Jeopardy was a medium that became a means of how students learning in fun way, actively learning and helping each other to memorize something or understand a lesson. This is in line with the game design criteria used for ideal education by Peterson et al., (2008).

After the research was completed, it was found that the number of vocabularies obtained by students increased. As evidenced by the amount of vocabulary they knew after answering the questions given and also when reading the text given. Students were able to understand the meaning of the text and type of words (action verb or noun). This is evidenced by the scores they get at the time of the test. The lowest post-test score by the experimental class was 43 and the highest was 90. However, there was an increase in scores by the mean was 33.66. Then, the lowest post-test score by the control class was 10 and the highest was 53. However, there was an increase in score by the mean was 0.2. The jeopardy game's impact on students' vocabulary knowledge was demonstrated by the fact that the the experimental class's mean value was higher than control class's mean value.

From the reasons above, the Jeopardy game can increase students' enthusiasm which is displayed in the form of media. The jeopardy game can also increase the students' mean value significantly than the class without jeopardy. The jeopardy game can also make students actively participate in learning by providing direct answers. This can also benefit students who forget the vocabulary they have learned by listening to answers from their friends, so that students remember the vocabulary they have learned. This research is in line with Sepyanda, M & Fitri Handayani (2021), Yanti, Delfi (2019), Muleng (2018), and Chintiami, N (2015). However, this research has limitations. The limitations lie in the level of vocabulary mastery of the eleventh graders of SMAN1 Kamang Magek. First, students know the meaning of vocabulary that has been told or interpreted into Indonesian. Second, students can distinguish the type of vocabulary between nouns and action verbs which are adapted to the language features needed in learning explanation text.

 EISSN: 2302-3198

D. CONCLUSION

The objective of the quasi-experimental research was to ascertain how the Jeopardy game affected the eleventh-grade students at SMAN 1 Kamang Magek's vocabulary mastery. At SMAN1 Kamang Magek, two classes of eleventh graders enrolled in the experiment. They split up, with one becoming the experimental class and the other the control class. After doing the research, it was determined that Jeopardy game had an impact on vocabulary mastery. The data results indicated that the 2-tailed significant value was less than 0.05 (0.05), rejecting the H0 hypothesis for the research. The Ha hypothesis was confirmed as a result, and it showed that the use of Jeopardy game was effective on vocabulary mastery.

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