

UNDERGRADUTE THESIS

**THE USE OF JEOPARDY GAME TO INCREASE STUDENTS’
VOCABULARY MASTERY AT SMP NEGERI 1 BALLA**



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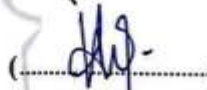
THE USE OF JEOPARDY GAME TO INCREASE STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 1 BALLA

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ABSTRACT

ANDRIANI: The Use of Jeopardy Game to Increase Students' Vocabulary Mastery at SMP Negeri 1 Balla. **Thesis, Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat, 2025.**

This study aims to determine the effectiveness of using the Jeopardy game in improving students' vocabulary mastery and to analyze students' perceptions of this method. This quantitative research employed an experimental design with a pre-test and post-test approach in both the control and treatment classes at SMP Negeri 1 Balla. The research subjects consisted of 21 students from class VII A (experimental class) and 21 students from class VII B (control class), selected using a purposive sampling technique. Data were collected through tests, including a pre-test and a post-test to measure students' vocabulary improvement, and a questionnaire to obtain information about students' perceptions after using the Jeopardy game. The results of the study showed a significant increase in students' vocabulary mastery in the experimental class using the Jeopardy game. The average post-test score for the experimental class was 77.14, significantly higher than the score for the control class, which only reached 60.24. From these results, it can be concluded that H1 is acceptable. Furthermore, the questionnaire results were also very positive, with an average score of 88.94, which was considered to be able to improving their vocabulary mastery, helping them understand vocabulary more easily, and increasing their motivation in learning.

Keywords : *Jeopardy game, vocabulary mastery, students' perception*

ABSTRAK

ANDRIANI: Penggunaan Jeopardy Game Untuk Meningkatkan Penguasaan Kosakata Siswa di SMP Negeri 1 Balla. **Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan Jeopardy dalam meningkatkan penguasaan kosakata siswa dan untuk menganalisis persepsi siswa terhadap penggunaan metode ini. Penelitian kuantitatif ini menggunakan desain eksperimental dengan pendekatan pre-test dan post-test pada kelas kontrol dan treatment di SMP Negeri 1 Balla. Subjek penelitian terdiri dari 21 siswa di kelas VII A (kelas eksperimen) dan 21 siswa di kelas VII B (kelas kontrol), pengambilan sampel ini menggunakan teknik purposive sampling. Pengumpulan data dilakukan dengan menggunakan tes yang terdiri dari pre-test dan post-test untuk mengukur peningkatan penguasaan kosakata siswa dan angket untuk memperoleh informasi tentang persepsi siswa setelah menggunakan Jeopardy game. Hasil penelitian menunjukkan bahwa ada peningkatan yang signifikan pada penguasaan kosakata siswa di kelas eksperimen yang menggunakan permainan Jeopardy. Rata-rata nilai post-test kelas eksperimen adalah 77.14, jauh lebih tinggi dibandingkan kelas kontrol yang hanya mencapai 60.24. Dari hasil nilai tersebut dapat disimpulkan bahwa H1 dapat diterima. Selain itu, hasil angket juga sangat positif, dengan skor rata-rata 88.94, yang dianggap mampu meningkatkan penguasaan kosakata mereka, membantu mereka memahami kosakata lebih mudah dan meningkatkan motivasi mereka dalam belajar.

Kata Kunci : *permainan jeopardy, penguasaan kosakata, persepsi siswa*

CHAPTER I

INTRODUCTION

A. Background

In the process of teaching and learning a foreign language, vocabulary plays a crucial role. It serves as a fundamental element that connects the four language skills: speaking, reading, listening, and writing. Vocabulary is one of the essential components of language competence and a key aspect of learning English. How well a person can communicate in English depends partly on how well they speak it and how much vocabulary they master. However, in reality the main problem in teaching English in school is students' lack of motivation to speak English in school is caused by their limited vocabulary knowledge (Sukrina, 2010).

From a linguistics perspective, vocabulary is the essence of language. To comprehend reading passages, conversation, and grammar exercises, both oral and written in English students first understand the meaning of words. It is difficult to develop reading comprehension without critically analyzing the role of vocabulary knowledge. The mastery of vocabulary is very important in language teaching and vocabulary is a key to improve the English achievement. Learning vocabulary in class is successful when students understand what the teacher teaches and can provide feedback on the material. Without good vocabulary mastery, students often gradually lost interest in learning (Soro, 2019).

In the results of the researcher's interview with an English teacher at SMP Negeri 1 Balla, it was found that many students experienced a lack of vocabulary. This make it difficult for them to understand reading texts and express their ideas in speaking or writing. The teacher mentioned that limited vocabulary is one of the main challenges affecting student' ability to comprehend texts and communicate effectively. Several factors contribute to this issue, including students lack of interest in learning English due to its perceived difficulty, fear of making mistakes, lack of confidence, pronunciation challenges cause by differences between written and spoken English and an unsupportive learning environment. Additionally, many students feel disengaged due to monotonous

teaching methods, making the learning process less effective. This situation highlights the need for more interactive and engaging teaching approaches to enhance student participation. According to Soro (2019), one of problems of English teacher and learners is how to deal with vocabulary. Sometimes, the students could master and always remember all the vocabularies that they have learned in the school, but after they have finished their study, they usually forget their vocabularies.

There are many approaches that can be used, one of which is using games to make learning more fun and interactive. One technique that can be used to improve student vocabulary is the Jeopardy game. With the rapid development of today's times that cannot be separated from technology to attract or increase student enthusiasm in learning vocabulary, can use the Jeopardy game which is expected to attract more students in learning vocabulary. According to Sepyanda & Handayani (2021), the Jeopardy game are activities that encourage students to think about questions that can lead to certain answer. This game can make students think creatively to get certain answers. As a results, students can remember the words after knowing the answer, In addition, the Jeopardy game can also build students' motivation due to its competitive nature. This game can challenge students to be more passionate in finding the right words to get a high score for each question.

Given the circumstances, the present study aims to explore, “ The Use of Jeopardy Game to Increase Students' Vocabulary Mastery at SMP Negeri 1 Balla”. This research aims to find out how students' perceptions or responses in using the Jeopardy game as a medium in increasing their vocabulary. Whether the Jeopardy game can interest students so that they are more interested in learning vocabulary and whether use of the Jeopardy game is effective for students in remembering and improving vocabulary.

Through this research, the author hopes to provide valuable insights that can serve as a reference for improving vocabulary teaching strategies, particularly for English teachers. The findings could also benefit students by encouraging them to take a more active role in their vocabulary learning, ultimately leading to improved language proficiency.

B. Problem Identification

From the background above, the following problems can be identified:

1. Lack of students awareness of the importance of vocabulary mastery in learning English.
2. Lack of engaging learning media to attract students' interest in vocabulary learning.

C. Problem Limitation and Formulation

This research focuses on two main points related to the use of the Jeopardy game in vocabulary learning:

1. Does Jeopardy game increase students' vocabulary mastery of SMP Negeri 1 Balla?
2. What is the students' perception toward the use of Jeopardy game in learning English vocabulary?

D. Objective of the Research

The following are the goals that we want to achieve through the research that will be carried out:

1. To find whether the use of Jeopardy game is effective in increasing students vocabulary.
2. To investigate the students' perception of the use of Jeopardy game in learning English vocabulary.

E. Significance of the Research

After getting our research objective later, there are several benefits will be obtained including:

1. To help students increase their awareness of the importance of vocabulary master and make the learning process more engaging and enjoyable.
2. To provide an alternative learning media that is innovative and interactive, so that vocabulary teaching can be conducted more effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and discussion two main conclusions can be drawn:

1. The use of Jeopardy game effective in increase students' vocabulary mastery at SMP Negeri 1 Balla. The findings of this study showed that the post-test scores of the experimental class taught using the Jeopardy game were higher than those of the control class. The difference in the mean scores proved that the use of the Jeopardy game is effective in improving students' vocabulary mastery. In addition, the hypothesis testing revealed a significance value of $0.00 < 0.05$, so the Alternative Hypothesis (H1) was accepted. This means that the Jeopardy game had a significant positive effect on students' vocabulary mastery.
2. Based on the questionnaire results, the calculation of the total scores produced an average of 88.94%, which falls into the Good category. This result indicate that the Jeopardy game not only increases students' vocabulary but also increases students' motivation, makes it easier for students to learn vocabulary and students can be more attractive in learning.

B. Suggestion

The results of the study indicate that Jeopardy game can increase students' vocabulary mastery. Therefore, the author provide some suggestions:

1. For English Teachers: It is highly recommended to integrate the Jeopardy game into English lessons, especially for vocabulary instruction. Teachers can adapt the game to various topics and difficulty levels to maintain student engagement and maximize its effectiveness as a fun and interactive learning tool.
2. For Students: Students are encouraged to participate actively and enthusiastically in game-based learning activities. By embracing methods like the Jeopardy game, they can improve their vocabulary mastery in a

dynamic and enjoyable way, which will ultimately enhance their overall language proficiency.

3. For Future Researchers: This study provides a strong foundation for further research. It is suggested that future studies explore the effectiveness of the Jeopardy game on other language skills, such as grammar, speaking, or writing. Additionally, research could be conducted to compare the Jeopardy game with other interactive learning methods to determine which approach is most suitable for different learning contexts.

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