

**INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH
JEOPARDY GAME AT THE EIGHTH GRADE OF SMP NEGERI 1
GUNUNGSITOLI BARAT IN 2022/2023**

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ABSTRAK

Penguasaan kosakata adalah kemampuan menggunakan kata-kata dalam melakukan komunikasi dan memahami makna kata atau frasa dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk Meningkatkan Penguasaan Kosakata Siswa Melalui Permainan Jeopardy di Kelas VIII SMP Negeri 1 Gunungsitoli Barat yang jumlah siswanya adalah 26 orang. Penelitian ini dilakukan dengan menggunakan desain Penelitian Tindakan Kelas (PTK). Penelitian ini diterapkan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Instrumen yang digunakan peneliti untuk mengumpulkan data adalah lembar observasi, lembar evaluasi, dan catatan lapangan. Dari hasil setiap Siklus, peneliti menemukan bahwa siswa mendapatkan peningkatan dalam kosa kata mereka melalui Jeopardy Game. Pada pertemuan kedua siklus II peneliti memperoleh peningkatan siswa, yaitu, siswa secara keseluruhan mencapai KKM (70).

Kata Kunci: Penguasaan kosa kata, Jeopardy Game, Penelitian Tindakan Kelas



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ABSTRACT

Vocabulary mastery is the ability to use the words in conducting the communication and understanding the meaning of the words or phrases in English. The purpose of the research is to Increase the Students' Vocabulary Mastery Through Jeopardy Game at the Eighth Grade of SMP Negeri 1 Gunungsitoli Barat which the total numbers of the students was 26 persons. The research was conducted by using Classroom Action Research (CAR) design. This research was applied into two cycles. Each cycle consisted of planning, action, observation, and reflection. The instruments used by the researcher to collect the data were observation sheet, evaluation sheet and field note. From the result of each Cycle, the researcher finds that the students get an improvement in their vocabulary through Jeopardy Game. At the second meeting of cycle II the researcher obtained an increase in students, that students overall reached MCC (70).

Keywords : Vocabulary Mastery, Jeopardy Game, CAR

INTRODUCTION

Vocabulary was the basic foundation in learning a language. Vocabulary always takes part in every aspect of language in the world. Vocabulary was a word that expressed a wide meaning. There were 4 aspects of skill in English, namely: speaking, writing, listening and reading. Before studying the four aspects of these skills, vocabulary was the

first skill that must be learned and introduced to students. As Murcia in Kartini and Kareviati (2019:1) in general, that the center of mastering the language is learning vocabulary, both in the first, second and foreign language. This means that vocabulary is the first stage that bring students in the process of mastering English. Having little knowledge of vocabulary makes it difficult to master in English.

Vocabulary was one of the important thing in English. According to Novi and Fitrawati in Putri & Fitrawati (2018:3), vocabulary as one of the main components learnt by student from the beginning until intermediate level. With a lot of vocabulary that students know and learn, they can improve their ability in language skills. It is supported by Wilkins (1972 pp. 111–112) in Clouston (2021:2) who states that “while without grammar very little can be conveyed, but without vocabulary nothing can be conveyed”. It means learning grammar does have an effect on learning English but, it is still empty without vocabulary. Vocabulary is known as the most common element in sentences because language is a collection of words. The success of learning English in terms of vocabulary mastery.

Based on syllabus of 2013 *Curriculum* that was used in SMP Negeri 1 Gunungsitoli Barat particularly in the eighth grade, vocabulary was one of skill that have part in every material in learning. The core competence was to understand, apply, analyzes factual, conceptual, procedural and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with human, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests. The indicator based on the syllabus is to know the social function, structure, language features and the topic. As well as related to the students’ achievement in learning especially in english subject of eight grade of SMP Negeri 1 Gunungsitoli Barat, the school has determined the Minimum Competence Criteria (MCC) that should be reached by the students which is 70. The student should be able to pass the MCC as the indicator of the students’ succes in learning. So the students of the eighth grade can be said successful in writing ability if the students can get at least 70.

Based on the researcher’s observation at the eighth grade (VIII) of SMP Negeri 1 Gunungsitoli Barat, the researcher found some problems from students such as, difficult to name objects around them by reason of forgetting (difficult to memorize); had little knowledge about vocabulary (lack of vocabulary); less to practice their vocabulary;

embarrassed to express themselves. The lack of students' vocabulary were influenced by: internal and external factors. The internal factors caused by students' interest and motivation. The external factors were environment, parents, teacher, including teaching strategy. Teaching vocabulary was not an easy activity, because teachers need to think about appropriate teaching strategy that was used in the classroom. Students' need motivation for them to be interested in learning English. Sadiman in Novilisa et al (2019:2) In general, "Many teachers teach vocabulary based on handbook without using other media indirectly". The way of teaching-centered, material was monotonous, taking notes from the blackboard and then completing assignments certainly make them get bored quickly. Students often felt that English was very difficult. Even though the learning and teaching strategies were interesting, it was increase the students' motivation and interest. In this era of globalization, teachers must be able to adjust to the learning style of students. There were lots of techniques and strategies that can be adopted and build an interesting learning atmosphere.

Game could be used as an appropriate teaching strategy related to Sanders et al in Suryani, Kareviati (2021:2) says, the used of games in the learning process was one of the pedagogical practices of this technique which is useful for excellence in learning techniques, is responsive to various types of student motivation, and makes students closer to each other. A pleasant atmosphere certainly builds students' interest and motivation in learning. Application of games can be made in various forms both individually and in groups. Games in learning had a big role in created bonds between one student and another. Improve cooperative and competitive among students. To overcome the problems, the researcher tried to apply Jeopardy Game. Friedman in Novilisa et al (2019:4) says, Jeopardy game is adopted from television quiz show and adopted into language game for educational tool. Jeopardy game is a popular American TV game or quiz show. That build in educational tool as one of games that can be use to increase the students' vocabulary mastery. According to Sepyanda (2020:7), A Jeopardy game is an activity that encourages students to think about the questions which may lead to a particular answer. This game can make students think creatively about a particular answer. As a result, they can remember the words after knowing the answer. Also, a jeopardy game can build students' motivation due to the nature of its competitiveness. These game can challenge students to be more enthusiastic about finding the right word with a high score for the question. Putri and Fitrawati (2018:4), for teachers, this greatly help Jeopardy Game can transform the

traditional classroom into a game show period. Through this game the teacher as a facilitator can generate a monotonous class become a fun class for students.

Inspired by the fact, in this research the researcher conduct Classroom Action Research (CAR) design because the researcher wanted to increase the students' vocabulary mastery. Classroom Action Research is a method of finding out what works best in a own classroom so that teacher can improve student learning. Gwynn Mettetal in Nanda et al (2021:13) explain that CAR is a reflective process in which instructors gather empirical data, to improve their teaching practices. Therefore, the researcher concluded that Classroom Action Research was a research conducted directly in the classroom to observe and reaching the activities of the learning process carried out. To achieve the target which is stated in syllabus, the school has decided the Minimum Competence Criteria (MCC) that 70 the indicator of students' success in vocabulary mastery.

Based on the explanation above the researcher carried out the research to solve the students' problem entitled, "Increasing the Students' Vocabulary Mastery Through Jeopardy Game at the Eighth Grade of SMP Negeri 1 Gunungsitoli Barat in 2022/2023.

METHODS

Based on the research purpose, this research was conducted through classroom action research (CAR). The specific educational problems appear in students' vocabulary mastery. Therefore action research provided an opportunity for educator (researcher) to reflect on the own practices. It is supported by Fitriani & Wahyuni (2020), Classroom Action Research is an applied research that aims to improve and improve the quality of the learning process and the quality of student learning.

The researcher used Jeopardy Game to take the opportunity in increasing the students' vocabulary mastery. The meeting of CAR attended to know the students' progress by using Jeopardy Game. Suryabrata in Nanda (2021), classroom action research is research that aims to develop new skills, new strategies or new approaches to solving problems with direct application in the world of work or the actual world that other.

In action research, the researcher worked in close collaboration with a group of the students to improve a situation in a particular setting. The researcher did not do research on the students, but instead works with them, acting as a facilitator. Therefore, good group management skills and an understanding of group dynamics were important skills for the researcher to acquire. The object of the action in the research was to improve students'

achievement in vocabulary through Jeopardy Game especially at the eighth grade of SMP Negeri 1 Gunungsitoli Barat in Academic Year 2022/2023.

Kemmis in Daulay (2021), relies on a spiral system of self-reflection that begins with planning (plan), action (action), observation (observation), and reflection (reflection). Classroom Action Research consists of four components, they are:

1. Planning : The researcher arranged the lesson plan, preparing the observation sheet and field note
2. Action : The researcher implement the arranged procedures of Jeopardy Game
3. Observation : The researcher collaborator observed the teaching-learning process by using observation instrument.
4. Reflection : The researcher reflected how Jeopardy Game overcomes the problem in vocabulary.

The subject of this research was the students at the eighth grade of SMP Negeri 1 Gunungsitoli Barat. The subject of this research was the grade VIII-B which consisted of 26 students.

**The Population of the Students at the Eighth Grade of
SMP Negeri 1 Gunungsitoli Barat.**

No	Class	Total
1	VII-B	26

Data collection technique are the steps that carried out in collecting data and information during research. In this study, the data collection technique were observation, field notes and test/evaluation sheet.

1. Observation

Observation activities were carried out by observing all activities that take place during learning.

2. Field notes

Field notes was prepared by the researcher during the process of implementing learning activities, to record what activities occur during the learning process.

3. Test/ evaluation sheet

Given in the form of written questions to measure and determine the ability of students after implementing the teaching and learning process using the Jeopardy Game.

The data analysis technique in this study carried out by means of qualitative and quantitative analysis techniques. Data analysis technique are divided into two techniques as follow:

1. Qualitative analysis

Qualitative analysis is used to analyze the data obtained from the results of the observation sheets during the learning process. The data was analyzed by researchers in several stages : data reduction, data presentation, take conclusion.

2. Quantitative analysis

To evaluate the students' vocabulary mastery, the researcher choose multiple choice about descriptive text. To get the students' mark individually, the researcher will use the formula as suggested by In determining the result of the students' test the researcher uses formula adapted from Wahidin and Yahya (2020) as follows:

$$\text{Score} = \frac{\text{total correct answers}}{\text{core maximum}} \times 100$$

The classifies that 0-39 is very less, 40-59 is less, 65-74 is enough, 75-84 is good, and 85-100 is very good.

FINDINGS AND CONCLUSION

Research Findings

This research was conducted in two, the meeting begin May to June 2023.

a. Cycle I

In the Cycle I, the researcher examined the students' vocabulary mastery by using Jeopardy Game. After checking the result of the students' evaluation, it was explained in table below:

Table 2

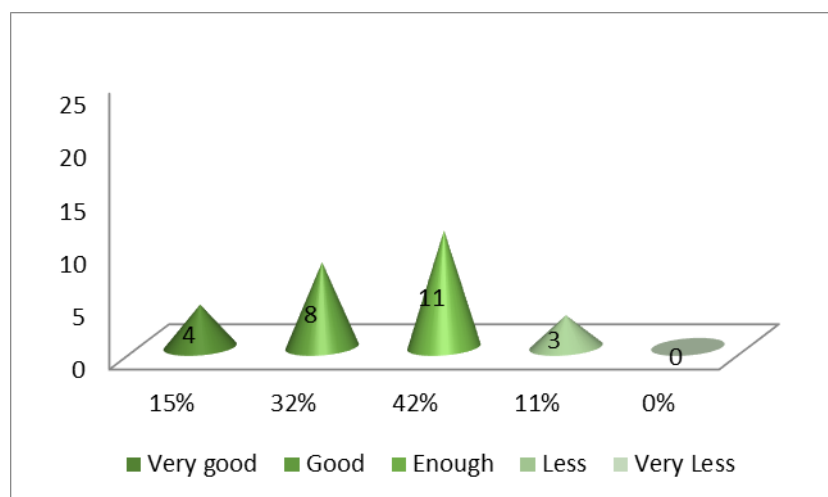
The Students' Vocabulary Mastery Through Jeopardy Game at The Eighth Grade of SMP Negeri 1 Gunungsitoli Barat in Cycle I

No	Value	Level	Frequency	Percentage
1	85 – 100	Very Good	4 students	15%
2	75 – 84	Good	8 students	31%
3	60 – 74	Enough	11 students	42%
4	40 – 59	Less	3 students	12%

5	0 – 39	Very Less	-	-
Total			26 students	100 %

From the table above explained the students' ability in mastering vocabulary Jeopardy Game in Cycle I was failed. Some of the students did not pass of Minimum Competence Criterion (MCC) stated at school was 70 score. There were 4 (15%) students reached the "very good" level and there were only 8 (32%) students who reached the "good" category. Students who reached "enough" category were 11 (42%) as the indicator of success. The rest of them got score below the enough category, there were 3 (11%) students who reached the "less" category and 0 (0%) students reached the "very less" category. Then, the average of the students value was 67. The highest score that the students got was 85 and the lowest score that the students got was 40. Therefore, the researcher concluded that the indicator of success was not achieved.

The result of the students vocabulary test cycle I could be reviewed in the following graphic.



Graphic 1. The Percentage of the Students' Score in Cycle I

Based on the explanation above, the researcher concluded that the students' ability in mastering vocabulary by using Jeopardy Game was not increased in the cycle I. It was indicated by looking at the Minimum Competence Criterion (MCC) was not achieved by the students regarding to the average of the students' value above.

The researcher did some improvements to be applied in the next cycle such as:

- 1) The researcher explained the material clearly and enjoyable.
- 2) The researcher guide the students to pronounce the words and guess the meaning of the word in Jeopardy game.

- 3) Asking the students to bring the dictionary when studying English subject in order to help them to find out the appropriate words and the meaning of the unfamiliar words.
- 4) The researcher motivate the students to learn more about vocabulary.

b. Cycle II

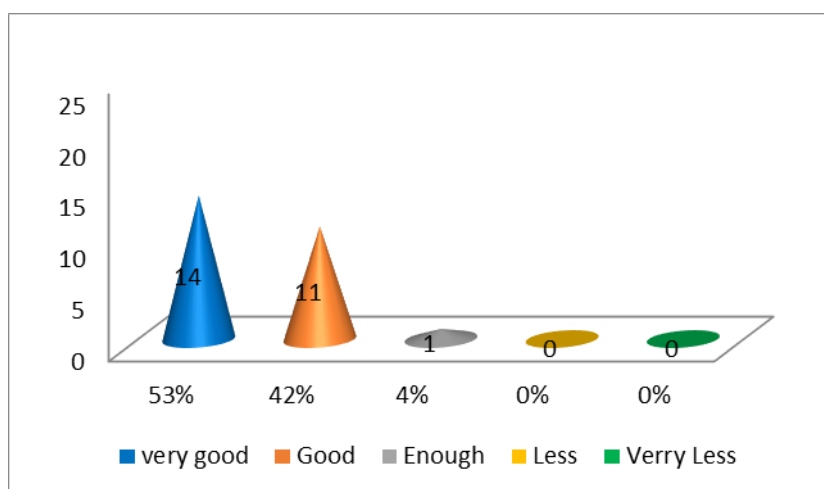
In the Cycle II, the researcher examined the students' vocabulary mastery through Jeopardy Game. After checking the result of the students' evaluation, it can be explained in table bellow:

Table 3
The Students' Vocabulary Mastery through Jeopardy Game at the Eighth Grade of SMP Negeri 1 Gunungsitoli Barat In Cycle II

No	Value	Level	Frequency	Percentage
1	85 -100	Very Good	14 students	53%
2	75 – 84	Good	11 students	42%
3	60 – 74	Enough	1 students	4%
4	40 – 59	Less	0 students	0%
5	0 – 39	Very Less	0 student	0%
Total			26 students	100 %

Table above showed that from 26 students, there were 14 (53%) students reached the “very good” level and there were only 11 (42%) students who reached the “good” category, there were 1 (4%) students reached the “enough” category as the indicator of success. The rest of them got score below the enough category, there is no students reached the “less” category and “very less” category. In Cycle II the average was 84, the highest mark was 95 and the lowest was 65. Therefore, the researcher concluded that the indicator of success was achieved.

The result of the students vocabulary test cycle II could be seen in the following graphic.



Graphic 2 The Percentage of the Students' Score in the Cycle II

Based on the explanation above, the researcher concluded that the students' ability in mastering vocabulary by using Jeopardy Game increased the students' ability in the cycle II. It was indicated by looking at the Minimum Competence Criterion (MCC) could be achieved by the students (100%). From the table above, it showed that the students' ability were increased in cycle II, based on the indicators of the research that the researcher put in chapter III. There were 26 (100%) students who reached the score ≥ 70 or past the Minimum Competence Criterion (MCC). The students' problems were overcome in Cycle II.

CONCLUSION

The research findings was Jeopardy Ganme can increase the students vocabulary mastery at the eighth grade of SMP Negeri 1 Gunungsitoli Barat. Based on the findings that the researcher gets in analysis the data, the researcher takes the conclusion as follow:

1. In Cycle I, most of students could not pass the Minimum Competence Criterion. In Cycle I, there no one students who got score among 0-39 classified as "Very less Criteria", 3 (12%) students got score among 40-59 classified as "Less Criteria", 11 (42%) students who got score among 60-74 classified as "Enough Criteria", there were 8 (31%) students only who got score among 75-84 classified as "Good Criteria" and there were 4 (15%) students who reached the "Very Good Criteria". In cycle I the average was 67, the highest mark was 85 and the lowest was 40.
2. In Cycle II, there was no students categorized into very less criteria, the students got score higher or same than Minimum Competence Criterion. In Cycle II there were 14 (53%) students who got score among 85-100 classified as "Very Good Criteria", 11

(42%) students got score among 75-84 classified as “Good Criteria”, 1 (4%) students who got score among 60-74 classified as “Enough Criteria”, no one students who reached the “Less Criteria” and no one students who reached the “Very Less Criteria”. In Cycle II the average was 84, the highest mark was 95 and the lowest was 65. It implies that the students’ vocabulary mastery is increase in cycle II.

Based on the research findings above, the researcher concluded that Jeopardy Game increases the students’ vocabulary mastery at the eughth grade of SMP Negeri 1 Gunungsitoli Barat.

SUGGESTION

Based on the research findings, the researcher gives some suggestion, as follows: first, the researcher suggest the English teachers apply Jeopardy Game to increase the students’ vocabulary mastery. Because, by using Jeopardy Game, the teacher should select the topic for the students to make them interest and active in the teaching-learning process. Further expectation for the next researcher can use the knowledge as a comparison and motivation to conduct a research.

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