

THE USE OF JEOPARDY STRATEGY TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE STUDENTS OF SMPN 26 MAKASSAR (An Experimental Research)

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ABSTRACT

The objective of this research was to find out the improvement of the students' vocabulary mastery through the use of Jeopardy Strategy at the seven grade students of SMPN 26 Makassar 2017/2018. The research applied quasi-experimental design with two groups' pre-test and post-test design. The population of this research was the students of SMPN 26 Makassar 2017/2018 which consisted of 364 students of 9 class. The sample was taken by using purposive sampling technique which consisted of two groups. The researcher took the thirty-seven students as experimental class and the thirty-six students as control class. The instrument of this research was a multiple choice, matching words and fill the blank test used in pre-test and post-test. The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (70, 11) in experimental class was greater than the mean score of post-test (64, 11) in controlled class. From t-test, the researcher found that the value of t-test (3,172) was greater than t-table (1,994) at the level of significance 0.05 with degree of freedom (df) = 71. Finally the improvement of the students' vocabulary mastery by using Jeopardy Strategy was improve significantly.

Keywords: Jeopardy Strategy, Vocabulary Mastery

INTRODUCTION

Language is the basic skill which is needed for real communication among people. In Indonesia, English language is learned by the students as a foreign language. It has been taught from Elementary school to university. Learning a language especially English means we will talk about the basic element of it, namely vocabulary. It is the most important one because language consists of sequence of words.

Vocabulary is crucial to academic development and a foundation of vocabulary knowledge must be in place early in order for children to perform successfully in school. As Rivers in Farida (2004) said that it would be impossible to learn a language without vocabulary. Language is not a dry bone. It is a living thing, growing entity, closed in the flesh of words. Thus, the English learners should have techniques or methods in learning vocabulary. In short, vocabulary is the basic element of learning English. In Addition, Thomas Pyles and John Algeo (1970) said that the vocabulary is the focus of language. It is in words that sound

and meaning interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversations, and discourse of all kinds.

However, based on the observation and interview with students at SMPN 26 Makassar, there are some problems that he found in teaching vocabulary in the classroom. The first, the students' ability to understand the vocabulary is very low. Students have difficulties in vocabulary and finding the meaning of the words. The result in students' achievement in the vocabulary mastery becomes decreased and even worse. The second, the students are difficult in answer the vocabulary test. They don't understand the meaning and the purposes of the text.

Therefore, the teachers need good materials and well preparation to solve these problems. They should provide some new alternative ways or strategies to stimulate the students to improve their own vocabulary. One of the alternative teaching ways to improve the students' vocabulary is fun strategy. When learning is fun, the students can remember what they have learned.

Jeopardy is an American quiz show created by Merv Griffin in 1964. It has 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 (2010) stated that 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 labeled 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. 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.

Refer to considered above, the researcher is interested in conducting a research under the title "The Use of Jeopardy Strategy to Improve the Students' Vocabulary Mastery at Seventh Grade Students of SMPN 26 Makassar".

METHODS

Related with the background above, the researcher formulated the following researcher question:

1. Does the students' vocabulary mastery in term of verb improve through the use of Jeopardy Strategy at the seven grade students of SMPN 26 Makassar 2017/2018?
2. Does the students' vocabulary mastery in term of adjective improve through the use of Jeopardy Strategy at the seven grade students of SMPN 26 Makassar 2017/2018?
3. Does the students' vocabulary mastery in term of noun improve through the use of Jeopardy Strategy at the seven grade students of SMPN 26 Makassar 2017/2018?

Related to the previous problem statement, the objective of this research is to find out the improvement of the students' vocabulary mastery through the use of Jeopardy Strategy at the seven grade students of SMPN 26 Makassar 2017/2018.

The result of this research was expected to be able to overcome problems and facilitate students in learning reading comprehension. Is also expected to be useful for English teachers in teaching and also useful for the author himself.

The scope of this the research focused on improving the students' vocabulary mastery through Jeopardy Strategy in terms of Verb , Adjective and Noun.

LITERATURE REVIEW

Vocabulary Concepts

Vocabulary is the as fundamental requirement that influences students' achievement in studying English. Without vocabulary, there is not communication, reading, and writing can be conveyed. So that, it is important to know what the vocabulary is. According to Read (2000) the words are basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole text are formed. In Addition, Thomas Pyles and John Algeo (1970) said that the vocabulary is the focus of language. It is in words that sound and meaning interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversations, and discourse of all kinds.

Jeopardy Strategy in Learning

In this section will be explained thing related to Jeopardy Strategy in learning from the sense, the features and steps in application of Jeopardy Strategy.

1. Definition of Top-Down Strategy

Jeopardy is an American quiz show created by Merv Griffin in 1964. It has 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 Prezsler, Barb Rowenhorst, and Jo Hartmann (2010) stated that 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 labeled 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. 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.

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 has interesting colors.

2. The features of Top-Down Strategy in Learning

There are some features of Jeopardy Strategy in Learning:

- a. Self-assess their level of knowledge in relation to that of peers.
- b. Reflect upon their personal reasons for choosing an active or a passive participation role.
- c. Critiquethe effectiveness of Jeoaprdy teching tool in enhancing students" skill in critical decision making.

3. The steps of using Jeopardy Strategy

Steps 1 : Develop a matrix with six columns and six rows. Title the matrix with the unit of study. The top row's cells are labeled 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.

Steps 2 : Cover cells with a sticky note or other method to hide terms from students. Each cell is labeled with a point amount.

Steps 3 : Divide students into some groups or teams.

Steps 4 : The first group will choose and they will get an opportunity to guess the word what their teacher means with a lowest available score.

Steps 5 : The teacher creates a definition or a clue for the word. The definition or clue is stated as an answer.

For examples:

Answer or clue: A thin cylinder of finely cut tobacco rolled in paper for smoking.

Question: What is **cigarette**?

Steps 6 : Decide whether a student's question represents an adequate understanding of the term.

Steps 7 : If the members of any group give an incorrect answer or do not answer the questions, other groups will be given a chance to answer.

Steps 8 : The activity will continue until all grids are exhausted or until time class runs out. At the end of this game, the team with the most points wins.

Population and Sample

The population of this research is the seventh grade students of SMPN 26 Makassar in the 2017/2018 academic year. The number of population 364 students consist of nine classes; each class consisted of 36 and 37 students. The researcher took two classes as the sample of this research. The sample was 37 students from Class VII-7 as an experimental group and 36 students from VII-8 as control group, thus the total number of the sample was 73 students.. The researcher applied purposive sampling technique.

Research Instrument

The instrument of the research which used in collecting the data was vocabulary test. It consist of three types; multiple choice, matching test, and fill in the blank.

Technique of Collecting Data

1. Pretest

Before doing treatment, the researcher was given a pre-test. The researcher administered a pre-test using the vocabulary test to sample group. The pre-test was intended to know the students' vocabulary before giving treatment. In this case, the students were given a number of questions and prohibited to look up the dictionary.

2. Post-test

After doing treatment, the researcher giving post-test for the experimental and control class. It last for 2 x 45 minutes. The post-test were conducted to find out the students' achievement and their progress after giving the treatment about the use top down strategy in teaching vocabulary mastery. The content of the pretest same as the post test.

Technique of Data Analysis

In this research the researcher used program SPSS ver. 17 windows for help the researcher analyzed the data. To know the students' achievement, the researcher used statistical analysis to collected data through vocabulary test. The steps employed to the following formulas:

1. Scoring the students' works on pre-test and post-test by using this formula:
Students' correct answer score

$$\text{Score} = \frac{\text{Students' correct answer score}}{\text{The total number of score}} \times 100$$

(Depdikbud, 1985:8)

2. Classifying the student's score into the following criteria:

Table 1. Students' Score Classification

Scale	Classification
91-100	Very Good
76-90	Good
61-75	Fair
51-60	Poor
Less than 50	Very Poor

(Depdikbud, 1985:6)

3. Computing the frequency of the rate percentage of the student's score:

$$p = \frac{n}{N} \times 100$$

Notation:

p = Percentage
 n = Frequency
 N = The total respondent

(Gay, 2012:50)

4. Calculating the mean score of the students' answer by using formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notation:

\bar{X} = Mean score
 $\sum x$ = Sum of score in the group
 N = Number of sample

(Gay, 2006: 320)

5. Calculating the post-test result and consulting their difference for hypothesis testing, the formula:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{\eta_1 + \eta_2 - 2}\right)\left(\frac{1}{\eta_1} + \frac{1}{\eta_2}\right)}}$$

Notation: t = Test of significance
 X_1 = Mean Score of control class
 X_2 = Mean score of experimental class
 SS_1 = the sum of square of control class
 SS_2 = the sum of square of experimental class
 η_1 = the subject of control class
 η_2 = the subject of experimental class

(Gay, 2006: 349)

FINDINGS

The improvement of students' vocabulary mastery through the use of Jeopardy Strategy at the seventh grade students of SMPN 26 Makassar 2017/2018 was improve significantly that was 5%. Specifically, it showed on the following table:

Table 2. The mean score of Verb, Adjective and Noun in Experiment Class

Indicators	Mean Score		Percentage	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Verb	35,67	36,82	34,6%	35,8%
Adjective	29,98	31,72	30,9%	31,6%
Noun	34,35	35,78	32,7%	33,5%

The table above showed the students' mean score of Verb, Adjective and Noun. The data indicated that there was significant different the mean score of pre-test and post-test. From three indicators above the students vocabulary was poor in Adjective where only 30,9% but after giving treatment by using Jeopardy Strategy there was improvement that was 31,6% .

Table 3. The Mean Score of Verb, Adjective and Noun in Control Class

Indicators	Mean Score		Percentage	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Verb	24,98	29,72	30,9%	31,6%
Adjective	25,67	30,82	32,6%	33,8%
Noun	28,56	34,78	34,5%	36,6%

The table above showed the students' mean score of Verb, Adjective and Noun. The data indicated that there was significant different the mean score of pre-test and post-test. From three indicators above the students vocabulary was poor in Verb where only 30, 9% but after giving treatment by using old method there was improvement that was 31, 6%.

The Classification of Students' Students' Pre-test and Post-test Scores in Experimental Class

Table 4. The Rate Percentage of Score Experimental Class in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	0	0 %
3	Fair	61 – 75	11	30,56 %
4.	Poor	51 – 60	17	47,22 %

5.	Very Poor	Less than 50	8	22,22 %
Total			36	100 %

The table above showed the students` score of pre-test. The data indicated that the students` vocabulary was poor where 47, 22% students got score less than 50. It represented us that all the students had problems on learning vocabulary so that we needed good materials and well preparation to improve their vocabulary.

Table 5. The Rate Percentage of Score Experimental Class in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	14	38,89 %
3	Fair	61 – 75	14	38,89 %
4.	Poor	51 – 60	8	22,22 %
5.	Very Poor	Less than 50	0	0%
Total			36	100%

The table above showed the rate percentage of experimental class in post-test. There was a student got very good classification which indicated the students` score increased during they got treatment from researcher. The data told us that 38, 89% got good classification which represented there was improvement of the students` achievement after eight meetings learnt vocabulary by using Jeopardy Strategy. However, still there were 8 students got poor classification of their post-test.

Based on the result above, it can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test which indicated students` enhancement in studying vocabulary after using Jeopardy Strategy.

The Classification of Students' Pre-test and Post-test Scores in Controlled Class

Table 6. The Rate Percentage of Score Controlled Class in Pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	2	5,41 %
3	Fair	61 – 75	10	27,03 %
4.	Poor	51 – 60	11	29,73 %
5.	Very Poor	Less than 50	14	37,84 %
Total			37	100 %

Table 6 showed the students` score of controlled class in pre-test. The data indicated us that the students` vocabulary was poor where 37, 84% students

got score less than 50 and 29, 73% students got poor classification. It told us that the students had difficulties in mastering vocabulary and needed some alternative ways to solve this problem. The data also showed us that the students got fair and good classifications were 27, 03% and only 5, 41 % students got score more than 60. In other words, the students got score less than 60 were greater than more than 60 (37, 84% > 29, 73 %). It meant the teacher should pay their attention and providing some new strategies to increase the students` vocabulary.

Table 7. The Rate Percentage of Score Controlled Class in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	1	2,70 %
3	Fair	61 – 75	22	59,46 %
4.	Poor	51 – 60	14	37,84 %
5.	Very Poor	Less than 50	0	0 %
Total			37	100%

The table above showed us the rate percentage of post-test in controlled class. There were only 1 student got good classification which indicated the improvement of students` vocabulary without getting treatment from researcher. The data also told us that the fair classification still 59, 46%. However, there were 0% students got score less than 50.

It can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test which indicated there was an increase in learning vocabulary, but the increment was not significant because there many students got low score.

The Comparison of t-test Experimental Class between Score of Post-test After Using Jeopardy Strategy

Table 8. Distribution the Value of t-Test and T-Table in Post-test of Experimental Class

Variable	t-test value	t-table value
Post-test	-6,615	-2,028

Hypothesis:

H₀ = There was not significant different the mean score of before and after giving the treatment

H₁ = There was significant different the mean score of before and after giving the treatment

Testing Requisite Hypothesis

- If $t_{\text{value}} > t_{\text{table}}$, H_0 rejected dan H_1 accepted
- If $-t_{\text{value}} < -t_{\text{table}}$, H_0 rejected dan H_1 accepted

So, the result of analysis score $t_{\text{value}} = 6,615$ while $t_{\text{table}} = 2,02809$ score of $df = 36$ at the level significantly 5% . Then score t_{value} compared t_{table} and the result $-t_{\text{value}} < -t_{\text{table}}$ ($-6,615 < -2,02809$). Because $-t_{\text{value}} < -t_{\text{table}}$, so H_0 rejected dan H_1 accepted, it means that there was significant difference mean score before and after giving the treatment that was Jeopardy Strategy.

The significant score between experimental and controlled class by using T-test

Table 10. Distribution the Value of t-Test and t-Table in Post-Test in Control class

Variable	t-test value	t-table value
Post-test	3,172	1,994

The table 10 showed the result of the post-test that indicated there was significant difference between t-table and t-test, $1,994 < 3,172$ or t-test was higher than t-table which meant after treatment the students` vocabulary increased.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class who got treatment by using Jeopardy Strategy with controlled class who got treatment by verbal explanation, eventhough the different both of them was not enough high. The statement was proved by the t-test value (3,172) which higher than t-table value (1,994), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (37 + 36) - 2 = 71$. Thus, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Table 11. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Post-Test

Class	Mean Score	Standard Deviation
Experimental	70,11	9,751
Controlled	64,11	6,036

The table above showed that the mean score of students` vocabulary increased in post-test. The students` mean score of experimental class was 70, 11 which indicated there was a good improvement of students` vocabulary after getting treatment for eight meetings from researcher, while the mean score of controlled class was 64, 11 which told us that students` vocabulary also got a little improvement. In summary, the mean score of controlled class was lower than mean score of experimental class.

CONCLUSION

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher concluded that the improvement of the students vocabulary mastery by using Jeopardy Strategy was improve significantly. It was proved by the t-test value that was 3,172 greater than the t-table 1,994. In this case, Jeopardy Strategy was an interesting way in teaching vocabulary, besides that, it was very helpful to activate the students' background knowledge that was very important to help students' comprehension what would be learn.

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