



## The Effectiveness of Using Media Jeopardy Game Towards Students' English Grammar Skill "Simple Present Tense" of Seventh Grade Class At Smps Plus Kasih Ibu Patumbak Academic Year 2022/2023

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### ABSTRACT

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Nowdays, there are still many students have difficulty in mastering some terms of simple present tense, such as in understanding why some sentences used auxiliaries, is, am, and are, they also confuse in understanding –s/-es addition of verbs and the use of do/does in Interrogative sentence. The purpose of this research is to know Jeopardy game give effect or not in learn simple present tense. The method of this research was quantitative research method. The sample of this research consisted of 35 students of 7A the experimental class and 35 students of 7C as the control class. From the data that has been analyzed, the researcher found that the mean of the post-test result of experimental class is 30,28, while the mean of the post-test result of control class is 25,48. The result of computing the t-test shows that the t- observed is higher than t-table or it can be showed as follow: t-observed is 1,8 and t-table is 0.05. It means that t-observed is the higher than t-table (1,8>0.05) with df 68 at the level of significance  $\alpha=0,025$ . Thus, the alternative hypothesis ( $H_a$ ) is accepted. It can conclude that in the teaching and learning process by using Jeopardy Strategy in simple present tense text is effective to use.

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## INTRODUCTION

Grammar is the system and structure of a language. Learning English grammar is very important for the mastery of English. According to Mart (2013), teaching grammar in context positively affects learners' competence to use grammatical structures accurately in language skills. It is useful for students to see how language works in sentences or paragraphs. Therefore, teaching grammar in context will give student opportunities to see how grammatical structures function in sentences.

By understanding grammar helps students put words in the correct order when speaking and writing. Learning grammar is a compulsory subject in Indonesia, but unfortunately there are still many Indonesian students who do not understand grammar. Grammar is very important to be learned for everyone who wants to master the English language because by learning the grammar it may be help students to be able to arrange words correctly (Willis, 2021).

Actually, grammar includes many factors inclusive of a part of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection), tenses, modal auxiliaries, degree of comparison, etc. In this study, the research specializes in tense. Tense is a form of verb in English to indicate the time (present, future, or past) of an action or event (Purnama, 2012). So, Tenses are generally used to form a sentence in English based on the time of the event. An event or event can take place in the past or the Past or the Present and in the future. There are many tenses that can use in English. One of tenses that must be learnt by the seventh grades students of junior high school is simple present tense.

Simple present tense is tense denoting an action happening in this time (Taslim, 2016). This tense is used to talk about things in general. Simple Present Tense is one of tenses that is important to be mastered by the students. Wrong perception of Simple Present Tense will affect the students' ability in constructing or understanding Simple Present Tense sentences. Tense is the tense that used to indicate the events, actions, or conditions that are happening all the time, or exist now, For instance: "I am good", "I live in Medan", "she does not like milk", and etc.

However, they learn simple present tense with monotonous method. The use of traditional strategy usually makes the students bored and bring them as passive learners because they are just controlled and guided by the teachers. Moreover, the students have lack of creativity in learning process. To solve that problem that happens during learning process especially simple present tense should be taught in interesting method or technique, such as by using a game. Using learning media in games can intensify students' inclination to participate in grammar learning actively (Gozcu & Caganaga, 2016) and still the learning objectives can be achieved effectively and efficiently.

Recently, teaching media do not only traditional media however there are many media could be used in teaching and learning language specifically English, however there are some recent media that could be used in teaching and learning language. Zulfitri and Harahap YS (2018) The use of learning media depends on individual ability and initiative, therefore teachers must consider the appropriate learning media that should be appropriate to the student's purpose, materials, methods and assessments level. One of the media is Jeopardy game.

Jeopardy game is adopted from the television quiz show. 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. Jeopardy Game is fun and easy to play quiz game, and it is great for reviewing grammar forms. This game is related to students' needs where they need an activity that motivates them to think critically.

The following is the advantages of Jeopardy game stated by Friedman (2011): 1) Jeopardy game is a great way to reinforce curriculum during class time and it also is a valuable educational tool. 2) Jeopardy game can build students' motivation because this game makes students be competitive with other students to answer the question. 3) This game can make students cooperate with other because this game emphasizes students not to open the dictionary so that they will consider their memories and inform to each other. )Jeopardy can entertain the students, so the players will be more joyful and fun while they learn vocabulary and play this game.

The objectives of the research is to know Jeopardy game can give effect or not in learn simple present tense. So, the researcher is given a title "The Effectiveness Of Using Media Jeopardy Game Towards Students' English Grammar Skill "Simple Present Tense" Of Seventh Grade Class At Smps Plus Kasih Ibu Patumbak Academic Year 2022/2023"

## **METHOD**

The method of this research is quantitative research method. The design of the research is experimental research. The experimental research can be defined as a method that was done accidentally to create a condition and then the effect of this research will be observed. It can be indicated by comparing an experimental class (with treatment) and control class (without treatment). In addition, it is to find whether it gives an effect of something or no (Suwartono, 2014). Quasi experimental include assignment, but not random assignment of participants to groups (Creswell, 2012). Experimental will learn using jeopardy game as a technique for teaching simple present tense. Meanwhile, the control group will learn without this game. The sample of this research consisted of 35 students of 7A the experimental class and 35 students of 7C as the control class.

## **Instruments**

In this research, the researcher used Test as an instrument. The researcher used test before and after the experiment because the instrument which be used influenced the result of the study. In this research, the researcher used objective test for pre-test and post-test.

Each test will consist 25 items of multiple choices.

The researcher would do the validity and reliability of the test. According to Sugiono, a valid research result is if there are similarities between the data collected with the data actually happened on the object under study. Furthermore, research is reliable, if there is equality of data in a different time

### Data analysis procedures

In analyzing data, the result of the data were analysis by using stactical system which of consist of mean, standard deviation (SD), and dependent test. The mean used to discover the common of the sample.

### FINDINGS

The data of students' divided into two kinds, namely the data in experiment class and the data in control class, which were gained from pre-test and post test that were applied in both of class.

To know the results of the test, it will be presented on the table below:

**Table 1.** the result ad data analysis of Experimental class and control class

$N = 35$	Group	$\Sigma X$	Mean	Deviation
	Experimental	1060	30,28	9961,144
	Control	892	25,48	7618,744

The next calculation is applying T-test :

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t = \frac{30,28 - 25,48}{\sqrt{\left[ \frac{9961,14 + 7618,74}{35 + 35 - 2} \right] \left[ \frac{1}{35} + \frac{1}{35} \right]}}$$

$$t = \frac{4,8}{\sqrt{\left( \frac{17.580}{68} \right) \left( \frac{2}{70} \right)}}$$

$$t = \frac{4,8}{\sqrt{(258,53) \cdot (0,028)}}$$

$$t = \frac{4,8}{\sqrt{7,24}}$$

$$t = \frac{4,8}{2,70}$$

$$t = 1,8$$

Based on the data, the result of computing the t-test shows that the t- observed is higher than t-table or it can be showed as follow: t-observed is 1,8 and t-table is 0.05. It means that tobserved is the higher than t-table (1,8>0.05) with df 68 at the level of significance a=0,025. Thus, the alternative hypothesis (Ha) is accepted. It can conclude that in the teaching and learning process by using Jeopardy game in learning simple present tense is effective to use.

## DISCUSSION

In this research, the researcher had seen the effect of Jeopardy Game. There were two classes involved in this research. One class was assigned as the experimental class and the other as a control class. The experimental class was treated with Jeopardy Game while the control class was treated without Jeopardy Game in seventh grade of SMPS Plus Kasih Ibu Patumbak.

The data obtained in this research through pre-test and post-test indicated that the mean score of experimental and control class were significantly different. The mean score of the student's in the experimental class was 30,28. While the mean score of the student's in the control class was 25,48. The different result of two classes could be seen from the testing of hypothesis. It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that there was any significance difference of student's grammar skill who are learnt simple present tense by using jeopardy game and the students who are learnt simple present tense without jeopardy game of seventh grades class at SMPS Plus Kasih Ibu Patumbak.

Besides, the results of this research have several important implications as follows: Since the students think that grammar is difficult, a teacher must equip himself/herself with up-to-date techniques, methods, and media to teach the students. So, the result of this research can be valuable for language teachers at the level of junior high school.

The result prove that there was significant effect of using media jeopardy game towards student's english grammar skill "simple present tense" of seventh grades class at SMPS Plus Kasih Ibu Patumbak. According to Friedman (2011) Jeopardy game This game can make students cooperate with other because this game emphasizes students not to open the dictionary so that they will consider their memories and inform to each other.

## CONCLUSION

Based on the result of this research, it was concluded that using Jeopardy Game give an effect to learn simple present tense. The result of the t-test value shows that the t-test is smaller than  $\alpha$  0.05. In other words, using jeopardy game to learn simple present tense was give effect of the seventh Grade class students of SMPS Plus Kasih Ibu Patumbak.

There was significant difference between the students who were taught using jeopardy game and students who were taught without jeopardy game. It was found that t-observed value was higher than the t-table ( $1,8 > 0.05$ ). The alternative hypothesis ( $H_a$ ) is accepted. It can conclude that in the teaching and learning process by using Jeopardy game to learn simple present tense.

After the students learnt simple present tense with media Jeopardy Game. They had motivation in learning simple present tense because this game made students be competitive with other students to answer the questions. And jeopardy game is a great way to reinforce curriculum during class time and it also is a valuable educational tool. There are some suggestions from the researcher as state below:

1. Based on the result of the research, the English teacher is recommended to use jeopardy game as an alternative teaching especially to learn simple present tense. The teacher is hoped to facilitate the students on practicing the media or provide students with varying

- materials to be learned.
2. The teachers are hoped guiding students in using jeopardy game in learning as media to help students in learning simple present tense.
  3. The other researcher suggested to conduct research on the effect of using jeopardy game to explore the use of this in the other component or skill of English.

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