

# **CHAPTER I**

## **INTRODUCTION**

This present chapter covers background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of the key terms.

### **A. Background of the Research**

Teaching and learning are a part of a process to reach a certain goal. This process is the basic or core of education process as a whole which a teacher is as a stakeholder or a person who holds the main role. Obviously, teaching learning process includes teacher and students based on the reciprocal relationship. Moreover, teacher role is always related to the students' progress as its main goal. Therefore, a teacher should have a special ability to create interesting learning method based on curriculum purpose and students' potency.

As Cooper (1990) said that a teacher is a person charged with the responsibility of helping others to learn and to behave in new different ways. It means that students still need a mentor or advisor in their learning, and as a teachers' duty to help them. In other words, a teacher is a social agent who helps facilitate students who attend to school. Therefore, teachers need to have those abilities, and then the teacher is a professional position, which positions are only possessed by certain people.

In line with statement above, this research focuses on teaching learning vocabulary and grammar. Teaching and learning of vocabulary have an important

position in English Language Teaching (ELT). It is a vital part of education. Kleiser (2009 as cited in Begum and Brindha (2014)) claims that English has the largest vocabularies, thus, it can be said that study English vocabulary is needed. As Krashen (1998) says that a basic need in communication is knowing or having many vocabularies, because we have to master any vocabulary to know their language. It means that teaching English vocabulary help the students to communicate smoothly.

Besides vocabulary, grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expressions of meaning.

The importance of grammar is also strengthened by Kalend (2006). He states that having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers, language without grammar would be disorganized and causes some communicative problems.

Rich vocabulary and grammar mastery are not a natural gift. It is something to build through effort. Students learning technical or non-technical subjects will be hugely benefitted by developing their vocabulary and grammar. Students may be good at their subject of specialization but they may not have acquired adequate vocabulary. So, it is important for teacher to create an atmosphere to learn vocabulary and grammar in their class. Those who are rich in

words will appreciate technical concepts better, since they have a fine knowledge of the sharp meaning of words.

Moreover, building vocabulary knowledge can support learners' language learning process as a basic foundation in mastering the four language skills. Encouraging memorization technique may usually make the students bored; that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners.

In this case, learning vocabulary and grammar through games had attained a lot of attention. Donmus (2010) believes that since educational games help the students to learn language in entertaining way, its basic value has been increasing automatically. It means that educational games help students to understand the learning happily. Moreover, activities which involve learners in thinking about the words, like using games allow learners to remember the target words more easily and to arrange the sentence correctly even in a simple sentence.

Related to the game based learning, it is necessary for us to know what educational games are. Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment. Educational games are games that are designed to help people to learn about certain subjects, expand concepts, reinforce development, understand a historical event or culture, or assist them in learning a skill as they play.

However, in order to achieve the most from vocabulary and grammar games, it is essential that suitable games to be chosen. Whenever a game is to be

used, the proficiency level and cultural background of the students should be taken into account, and also it should be useful for students with lower language ability and should be easily applied in the class (Riahipour & Saba, 2012). It can be stated that before applying the game, teacher should know the appropriate game that will be used, how it works and what the benefit is gotten for the learners.

Related to the game, this research used Jeopardy game on teaching vocabulary and grammar. In short, Jeopardy game is a board game. It is about losing and gaining the score of answering the questions. The students will get the score when they answer the question correctly, but they will lose the score if they answer it incorrectly. Through this game, the students are motivated to get the highest score so, they do their best to answer the question correctly.

Many studies have investigated Jeopardy such as Walker (2008) in his article "*This is jeopardy! An exciting approach to learning in library instruction*" writes several benefits of using library Jeopardy, it motivates students to actively participate in class and assume more responsibility for learning, reinforces students' learning of information literacy concepts previously taught, and adds variety to class sessions by providing a fun environment for instructor and students alike. Gibson (1991) states in his article by the title "*Research Methods Jeopardy: A Tool for Involving Students and Organizing the Study Session*" that learning by Jeopardy game helps the students organize the course material and the students like the format of this game because it is educational and entertaining.

Moreover, Rotter (2004) finds in his article "*Modifying "Jeopardy!" Games to Benefit All Students, Teaching Exceptional Children*" that learning by Jeopardy encourages students to become actively involved in lectures, to clarify information, and to increase test performance. He also suggests that teachers should teach students to prepare their notes for the "Jeopardy!" game" ahead of time. Then, Rhodes (2006) reviews in his article "*Beyond "Jeopardy!": Five review games: test prep and review*" that Jeopardy is one of the games that suitable for teaching (curriculum) because it involves students in active learning during test review. Simkin (2013) in his study "*Playing Jeopardy in the Classroom: An Empirical Study*" finds that playing TV game shows such as Jeopardy or Survivor in the classroom can be fun and the results of a student survey were positive.

Therefore, based on the theory and the previous studies above, the researcher conducts this research. Many previous studies talked about the benefits of this game, library Jeopardy, and Jeopardy for curriculum etcetera. As the gap of this research, it used Jeopardy for testing vocabulary and grammar, especially in verb and adjective form and grammar achievement especially simple present tense.

This research carried out to investigate the effect of *Jeopardy* to increase learners' vocabulary mastery and grammar achievement. The researcher wants to analyze whether this strategy gives any significant effect for the learner or not. Thus, this research is worth doing because using this technique of learning in language education not only makes the students happy but also it increases their motivation and they accept the material easily in their way. It is in line to

statement of Fuszard (2001). He claims that educational game besides build students' self-confidence, it can reduce the gap between quicker and slower students. Related to this research, Jeopardy game needs team cooperation then, quicker and slower are together to get the highest score by answer the questions correctly.

### **B. Research Problems**

Most of the empirical studies show the of conventional strategy to aid vocabulary and grammar learning. Using the alternative strategy that offered in this research such as “Jeopardy” game-based learning is more effective for enhancing vocabulary and grammar learning. This research aims to answer the following questions:

1. Do the students taught by “Jeopardy” game-based learning significantly have better vocabulary mastery than those taught by conventional strategy?
2. Do the students taught by “Jeopardy” game-based learning significantly acquire grammar achievement better than those taught by conventional strategy?

### **C. Objective of the Research**

Conducting this research, the researcher has several purposes to solve the problem that they found in the research area. The researcher wants to:

1. Investigate the students taught by “Jeopardy” game-based learning and taught by conventional strategy in vocabulary mastery
2. Investigate the students taught by “Jeopardy” game-based learning and taught by conventional strategy in grammar achievement

#### **D. Research Hypothesis**

The researcher has drawn research hypotheses formulated as follows:

Ho: The students who learnt using “Jeopardy” game-based learning and those who are taught with conventional strategy have less achievement on vocabulary mastery and grammar achievement.

H<sub>1</sub>: The students who learnt using “Jeopardy” game-based learning significantly have better or greater vocabulary mastery and grammar achievement than those who are taught with conventional strategy.

#### **E. Significant of the Research**

The result of this result can give advantages for English teachers and further researchers or readers. First, for the teacher, it is hoped that it can be an additional reading and additional trick in teaching vocabulary and grammar. Second, for the reader, as an input for readers who want to teach English, especially in term of vocabulary and grammar because there are a lot of ways to help the students to make them easy to remember the words and its meaning in fun way.

#### **F. Scope and Limitation of the Research**

This research focuses on the use of “Jeopardy” game-based learning to increase students’ vocabulary mastery and grammar achievement at State Islamic Junior High School of 3 Trenggalek (MTsN 3 Trenggalek) of the seventh grade. The limitation of this research is on using vocabulary in verb and adjective form and grammar in simple present tense.

### **G. Definition of the Key Terms**

To avoid misunderstanding the researcher gives some key of terms which are following, the key terms used for clarifications or gives as follow:

1. Jeopardy in vocabulary mastery and grammar achievement

Jeopardy is a version of the popular board game. It is a fun and easy to play quiz game, and it is great for reviewing vocabulary and certain grammar forms. It is a great way to round off the week or to save for the last day of the course. First, separate the students into several groups. Then, draw the Jeopardy grid on the board. Write the categories on each top of grid, related to vocabulary, the categories are such as synonym, antonym, spelling and make sentence with the vocabulary chosen. After that, write the scores in every grid. The scores are begun by the smallest score to the biggest or highest.

The first team starts and chooses a category and score, depending on how confident they are in being able to answer the question. Read out the question. If the team answers correctly, they will get the score as they have been chosen and then put a tick or mark the square with symbol. If the team answers incorrectly, they will get minus score of the score chosen, but the square stays open and another team or the same team can attempt to answer it in a later round. Write a one or two-word reminder of the question or maybe a drawing in the space to help students keep track of the open questions. Now, move on to the next team who can either choose a new question and score or attempt to answer a question which was previously incorrectly answered. Remember, every score has different question.

## 2. Vocabulary Mastery

Vocabulary mastery refers to number of words students knows after following the treatment—Jeopardy which is measure in the vocabulary recognition test.

## 3. Grammar Achievement

Grammar achievement is students' understanding about rules and how to apply it in the sentence after following the treatment—Jeopardy which is measure in the grammar test.