

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research finding, hypothesis testing and discussion. The research finding discuss about the result of data analysis. It also discusses data description.

A. Research Finding

The result of this research is divided into three steps: (1) The Result of Data Analysis, (2) Normality and Homogeneity, and (3) Inferential Analysis.

To make an ease in analyzing statistically the result of the research, the alternative hypotheses which say that 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 and the conversely put into null hypotheses. The null hypotheses is formulated as 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.

1. The Result of Data Analysis

a. Descriptive Statistic Analysis

The objective of this research is to know the effectiveness of using Jeopardy game-based learning on students’ vocabulary mastery and grammar achievement. The researcher did the research by conducting the pretest and posttest. It was VII A1 as

experimental group consisted of 30 students and VII A2 as control group consisted of 28 students.

The instrument of this research is test. This test consists of vocabulary and grammar test. Vocabulary test is about descriptive text that concerns on verb and adjective and grammar test is about simple present tense in descriptive text. Moreover, the test is divided into two; pretest and posttest. The pretest is given both in experimental class and control class. Then, after getting the result of pretest, the researcher gave treatment by Jeopardy in experimental group and no such in control group. Thus, the researcher gave posttest to both groups; experimental group and control group.

b. The Result of Vocabulary and Grammar Pretest of Experimental Group and Control Group

1) The Result of Vocabulary Pretest of Experimental Group and Control Group

Table 4.1 Descriptive Statistic of Vocabulary Pretest

	experimental group	control group
N Valid	30	28
Missing	0	2
Mean	61.47	57.07
Median	60.00	58.00
Mode	56 ^a	60
Std. Deviation	5.476	6.382
Minimum	52	42
Maximum	70	70

		experimental group	control group
N	Valid	30	28
	Missing	0	2
Mean		61.47	57.07
Median		60.00	58.00
Mode		56 ^a	60
Std. Deviation		5.476	6.382
Minimum		52	42
Maximum		70	70

a. Multiple modes exist. The smallest value is shown

Frequency Table

Table 4.2 Frequency of Vocabulary Pretest

		experimental group			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	52	1	3.3	3.3	3.3
	54	1	3.3	3.3	6.7
	56	7	23.3	23.3	30.0
	58	1	3.3	3.3	33.3
	60	7	23.3	23.3	56.7
	62	2	6.7	6.7	63.3
	64	2	6.7	6.7	70.0
	65	2	6.7	6.7	76.7
	68	2	6.7	6.7	83.3
	70	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	3.3	3.6	3.6
	46	1	3.3	3.6	7.1
	48	2	6.7	7.1	14.3
	50	2	6.7	7.1	21.4
	54	2	6.7	7.1	28.6
	56	4	13.3	14.3	42.9
	58	3	10.0	10.7	53.6
	60	7	23.3	25.0	78.6
	62	3	10.0	10.7	89.3
	66	2	6.7	7.1	96.4
	70	1	3.3	3.6	100.0
	Total		28	93.3	100.0
Missing	System	2	6.7		
Total		30	100.0		

The highest score of vocabulary pretest was 70 for experimental group and 70 for control group and the lowest score was 52 for experimental group and 42 for control group. Using SPSS 25.0 version, it showed that the mean of students' score in pretest of vocabulary test for experimental group was 61.47; the mode was 56 and the median was 60.00. Therefore, the mean of students' score in pretest of vocabulary test for control group was 57.07; the mode was 60 and the median was 58.00.

2) The Result of Grammar Pretest of Experimental Group and Control Group

Table 4.3 Descriptive Statistic of Grammar Pretest

		experimental group	control group
N	Valid	30	28
	Missing	0	2
Mean		61.30	57.00
Median		60.00	59.00
Mode		60	62
Std. Deviation		5.046	7.333
Minimum		48	40
Maximum		70	70

Frequency Table

Table 4. 4 Frequency of Grammar Pretest

		experimental group			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	48	1	3.3	3.3	3.3
	54	1	3.3	3.3	6.7
	56	2	6.7	6.7	13.3
	58	3	10.0	10.0	23.3
	60	12	40.0	40.0	63.3
	62	3	10.0	10.0	73.3
	65	1	3.3	3.3	76.7
	66	1	3.3	3.3	80.0
	68	3	10.0	10.0	90.0
	70	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

control group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.3	3.6	3.6
	44	1	3.3	3.6	7.1
	46	1	3.3	3.6	10.7
	48	3	10.0	10.7	21.4
	52	2	6.7	7.1	28.6
	54	1	3.3	3.6	32.1
	56	1	3.3	3.6	35.7
	58	4	13.3	14.3	50.0
	60	5	16.7	17.9	67.9
	62	6	20.0	21.4	89.3
	66	1	3.3	3.6	92.9
	68	1	3.3	3.6	96.4
	70	1	3.3	3.6	100.0
	Total	28	93.3	100.0	
Missing	System	2	6.7		
Total		30	100.0		

The highest score of grammar pretest was 80 for control group and 82 for experimental group and the lowest score was 52 for control group and 56 for experimental group. Using SPSS 25.0 version, it showed that the mean of students' score grammar pretest of control group was 62.36; the mode was 60 and the median was 61.00. Therefore, the mean of students' score of grammar pretest for experimental group was 69.63; the mode was 70 and the median was 70.00.

c. The Result of Vocabulary and Grammar Posttest of Experimental Group and Control Group

1) The Result of Vocabulary Posttest of Experimental Group and Control Group

Table 4.5 Descriptive Statistic of Vocabulary Posttest

		control group	experimental group
N	Valid	28	30
	Missing	2	0
Mean		61.00	68.03
Median		61.00	68.00
Mode		60	68
Std. Deviation		5.799	5.487
Minimum		48	56
Maximum		72	78

Frequency Table

Table 4.6 Frequency of Vocabulary Posttest

		control group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3.3	3.6	3.6
	50	1	3.3	3.6	7.1
	52	2	6.7	7.1	14.3
	56	1	3.3	3.6	17.9
	58	2	6.7	7.1	25.0
	60	7	23.3	25.0	50.0
	62	5	16.7	17.9	67.9
	64	3	10.0	10.7	78.6

66	1	3.3	3.6	82.1
68	3	10.0	10.7	92.9
70	1	3.3	3.6	96.4
72	1	3.3	3.6	100.0
Total	28	93.3	100.0	
Missing System	2	6.7		
Total	30	100.0		

experimental group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 56	1	3.3	3.3	3.3
58	1	3.3	3.3	6.7
60	3	10.0	10.0	16.7
64	1	3.3	3.3	20.0
66	4	13.3	13.3	33.3
68	7	23.3	23.3	56.7
69	1	3.3	3.3	60.0
70	5	16.7	16.7	76.7
72	3	10.0	10.0	86.7
74	1	3.3	3.3	90.0
78	3	10.0	10.0	100.0
Total	30	100.0	100.0	

The highest score of vocabulary posttest was 78 for experimental group and 72 for control group and the lowest score was 48 for experimental group and 56 for control group. Using SPSS 25.0 version, it showed that the mean of students' score in posttest of vocabulary test for experimental group was 68.03; the mode was 68 and the median was 68.00. Therefore, the mean of students' score in posttest of

vocabulary test for control group was 61.00; the mode was 60 and the median was 60.00.

2) The Result of Grammar Posttest of Experimental Group and Control Group

Table 4.7 Descriptive Statistic of Grammar Posttest

		control group	experimental group
N	Valid	28	30
	Missing	2	0
Mean		62.79	68.23
Median		63.00	68.00
Mode		68	68
Std. Deviation		5.946	5.649
Minimum		48	55
Maximum		72	80

Frequency Table

Table 4.8 Frequency of Grammar Posttest

		control group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3.3	3.6	3.6
	54	1	3.3	3.6	7.1
	56	4	13.3	14.3	21.4
	58	1	3.3	3.6	25.0
	60	3	10.0	10.7	35.7
	62	4	13.3	14.3	50.0
	64	4	13.3	14.3	64.3
	66	1	3.3	3.6	67.9

	68	5	16.7	17.9	85.7
	70	2	6.7	7.1	92.9
	72	2	6.7	7.1	100.0
	Total	28	93.3	100.0	
Missing	System	2	6.7		
Total		30	100.0		

experimental group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	56	1	3.3	3.3	6.7
	60	2	6.7	6.7	13.3
	64	1	3.3	3.3	16.7
	66	5	16.7	16.7	33.3
	68	6	20.0	20.0	53.3
	69	2	6.7	6.7	60.0
	70	5	16.7	16.7	76.7
	72	3	10.0	10.0	86.7
	74	1	3.3	3.3	90.0
	78	2	6.7	6.7	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The highest score of grammar posttest was 80 for experimental group and 72 for control group and the lowest score was 55 for experimental group and 48 for control group. Using SPSS 25.0 version, it showed that the mean of students' score of grammar posttest for experimental group was 68.23; the mode was 68 and the median

was 68.00. Therefore, the mean of students' score in posttest of grammar test for control group was 62.79; the mode was 68 and the median was 63.00.

Therefore, the researcher analyzes the result of posttest of experimental group and control group both of vocabulary mastery and grammar achievement. This analyze uses t-test for Independent sample to know the significant different of them.

2. Normality and Homogeneity Testing

The quantitative analysis of the data in this research involved the investigation of the fulfilment of the statistical assumption after descriptive statistical employed. Normality and homogeneity test used SPSS program 25.0 version performed to investigate whether or not the data fulfilled the statistical assumptions. The result becomes the prerequisite basis in selecting parametric or non-parametric statistics for hypotheses testing.

a) Normality Testing

The researcher uses normality test to check whether the pretest and posttest of experimental group and control group are normally distributed or not. In other word to examine the data both of students' vocabulary mastery and grammar achievement scores were normal distribution. The normality test was used *Shapiro-Wilk* through SPSS program 25.0 version. The data stated normally distributed if the ρ -value was greater than 0.05 significance level (ρ -value > sig. 0.05). The followings are the result of SPSS calculation:

Table 4.9 The Result of the Normality Test both of groups on Vocabulary Test

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	E.G	.172	30	.023	.915	30	.020
	C.G	.148	28	.121	.958	28	.310

a. Lilliefors Significance Correction

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	E.G	.164	30	.038	.943	30	.111
	C.G	.182	28	.019	.956	28	.275

Based on the table above, the researcher can conclude that pretest of vocabulary test the score of significant of experimental group is 0.020 and it is less than 0.05 means the test of this group is not normal distribution. While, the sig. of control group is 0.310 and it is higher than 0.05. Finally, we can conclude that the test of control group is normal distribution.

Moreover, the result of posttest of vocabulary test stated that the score of significant of experimental group is 0.111 and 0.275 for control group, and both score of those groups

are higher than 0.05. Finally, we can conclude that the tests of both groups are normal distribution.

Table 4.10 The Result of the Normality Test both of groups on Grammar Test

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	E.G	.235	30	.000	.908	30	.013
	C.G	.197	28	.007	.940	28	.112

a. Lilliefors Significance Correction

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	E.G	.180	30	.015	.939	30	.088
	C.G	.131	28	.200 [*]	.960	28	.353

Therefore, the result of pretest of grammar achievement stated that the score of significant of experimental group is 0.013 and it is less than 0.05 means the test of this group is not normal distribution. While, the sig. of control group is 0.112 and it is higher than 0.05. Finally, we can conclude that the test of control group is normal distribution.

While, from the table above, we can said that the result of posttest of grammar achievement score of significant of experimental group is 0.088 and for control group is 0.353 and both score are higher than 0.05. Finally, we can conclude that the tests of both groups are normal distribution.

Thus, to check the variance of the test, the researcher analyzes the test using homogeneity test as below:

b) Homogeneity Testing

Homogeneity test is used to check whether the pretest and posttest score of experimental and control group have similar variance or not. *Levene's Statistic* through SPSS Program 25.0 version performed to test homogeneity. The basic of judgment interpretation of this test is based on Widiyanto (2010) as follows:

1. If the score of significance (Sig.) is less than 0.05, so the variance of data population is not similar (not homogeneous)
2. If the score of significance (Sig.) is more than 0.05, so the variance of data population is similar (homogeneous)

The followings are the result of SPSS calculation:

- a) Homogeneity test of vocabulary posttest for experimental group and control group

Table 4.11 The result of homogeneity test of vocabulary

Test of Homogeneity of Variances

vocabulary mastery

Levene Statistic	df1	df2	Sig.
.146	1	56	.704

Levene's Statistic

vocabulary mastery

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	716.430	1	716.430	22.527	.000
Within Groups	1780.967	56	31.803		
Total	2497.397	57			

Based on the table above, the researcher concludes that the score of significance (Sig.) is 0.704 and it is more than 0.05. It means that the variance of data population is similar (homogeneous). In this case, the data population is the result of posttest score of vocabulary between experimental group and control group.

- b) Homogeneity test of grammar posttest for experimental group and control group

Table 4.12 The result of homogeneity test of grammar achievement

Test of Homogeneity of Variances

grammar achievement

Levene Statistic	df1	df2	Sig.
.788	1	56	.378

Levene's Statistic

grammar achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	429.798	1	429.798	12.802	.001
Within Groups	1880.081	56	33.573		
Total	2309.879	57			

Based on the table above, the researcher concludes that the score of significance (Sig.) is 0.378 and it is more than 0.05. It means that the variance of data population is similar (homogeneous). In this case, the data population is the result of posttest score of grammar between experimental group and control group.

Beside, the researcher also conducted homogeneity test using MANOVA. Homogeneity test of variance used to examine whether or not the variance between the independent variable groups were equal. *Levene's test of Equality of Error Variance* used based on the decision, if the significance value > 0.05 , it meant that the variance between the independent variable groups are equal. On the contrary, if the significance value < 0.05 , it meant that the variances between the independent

variable groups are not equal. Then, the result of homogeneity test of variances could be seen in Table 4.13

Table 4.13 Result of Homogeneity of Variance

	F	df1	df2	Sig.
vocabulary mastery	.146	1	56	.704
grammar achievement	.788	1	56	.378

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Based on the table, the significance values of vocabulary mastery and grammar achievement > 0.05. The significance value of vocabulary mastery was 0.704 which greater than 0.05. Then, the significance of grammar achievement was 0.378 which greater than 0.05. Thus, the variance between vocabulary mastery and grammar achievement are equal.

Moreover, on MANOVA test, even of the variance had to be equal, the covariance matrices between the independent variable groups had to be equal too. The homogeneity test of covariance matrices could be done through *Box's M test* based on decision, if the significance value was > 0.05, it means that the covariance matrices between the independent variable groups were equal. However, if the significance value was < 0.05, it means that the covariance matrices between the independent variable groups were equal. The result of homogeneity test of covariance matrices could be seen in Table 4. 14.

Table 4.14 Result of Homogeneity Test of Covariance Matrices**Box's Test of Equality of Covariance Matrices^a**

Box's M	46.404
F	14.868
df1	3
df2	6.722E5
Sig.	.201

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

Based on the Table 4.14, the significance value showed $0.201 > 0.05$, so the covariance matrices between the independent variable groups were equal. Thus, the two pre-requisite tests had been completed. Then the hypothesis test could be done through MANOVA.

B. Hypothesis Testing

The hypothesis testing of this study as follows:

1. If significance value $<$ significance level, the Null Hypothesis (H₀) is rejected and alternative hypothesis (H₁) is accepted. It means there is a significant difference of students' vocabulary mastery and grammar achievement between students who are taught using Jeopardy and students who are taught using conventional method.
2. If significance value $>$ significance level, the Null hypothesis (H₀) is accepted and alternative hypothesis (H₀) is rejected. It means there is no a significant difference of

students' vocabulary mastery and grammar achievement between students who are taught using Jeopardy and students who are taught using conventional method.

To test the hypothesis, MANOVA was used. It was used to analyze data that involve more than one dependent variable at a time. The analysis of *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace* and *Roy's Largest Root* were used based on the decision, if the significance value was < 0.05 , H_0 could be rejected. On the contrary, if the significance value was > 0.05 , H_0 could not be rejected. The result of MANOVA could be seen in Table 4. 15.

Table 4.15 Result of MANOVA Test

Multivariate Tests ^c								
Effect	Value	F	Hypothesis df	Error df	Sig.	Noncent. Parameter	Observed Power ^b	
Intercept	Pillai's Trace	.995	5.126E3 _a	2.000	55.000	.000	10251.125	1.000
	Wilks' Lambda	.005	5.126E3 _a	2.000	55.000	.000	10251.125	1.000
	Hotelling's Trace	186.384	5.126E3 _a	2.000	55.000	.000	10251.125	1.000
	Roy's Largest Root	186.384	5.126E3 _a	2.000	55.000	.000	10251.125	1.000
group	Pillai's Trace	.312	12.443 ^a	2.000	55.000	.000	24.885	.995
	Wilks' Lambda	.688	12.443 ^a	2.000	55.000	.000	24.885	.995
	Hotelling's Trace	.452	12.443 ^a	2.000	55.000	.000	24.885	.995

Roy's Largest Root	.452	12.443 ^a	2.000	55.000	.000	24.885	.995
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- a. Exact statistic
- b. Computed using alpha = ,05
- c. Design: Intercept + group

Based on Table 4.15, the significance value of *F class test of Pillai's Trace, Wilks' Lambda, Hotelling's Trace and Roy's Largest Root* showed 0.000. it was less than 0.05. All of significance value were significant. Therefore, the null hypothesis which stated "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" could be rejected. Hence, it could be concluded that there was significant effect of Jeopardy game-based learning on students' vocabulary mastery and grammar achievement.

Furthermore, to know the difference vocabulary mastery and grammar achievement both experimental and control group, the analysis result of *Tests of Between Subject-Effects* could be used. The result of Tests of Between Subject-Effects was presented in Table 4.16

Table 4.16 The result of *tests of between subject-effects*

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power ^b
Corrected Model	vocabulary	716.430 ^a	1	716.430	22.527	.000	22.527	.997
	grammar	429.798 ^c	1	429.798	12.802	.001	12.802	.940
Intercept	vocabulary	241132.154	1	241132.154	7.582E3	.000	7582.063	1.000
	grammar	248610.902	1	248610.902	7.405E3	.000	7405.112	1.000
group	vocabulary	716.430	1	716.430	22.527	.000	22.527	.997
	grammar	429.798	1	429.798	12.802	.001	12.802	.940
Error	vocabulary	1780.967	56	31.803				
	grammar	1880.081	56	33.573				
Total	vocabulary	244825.000	58					
	grammar	251931.000	58					
Corrected Total	vocabulary	2497.397	57					
	grammar	2309.879	57					

a. R Squared = ,287 (Adjusted R Squared = ,274)

b. Computed using alpha = ,05

c. R Squared = ,186 (Adjusted R Squared = ,172)

Based on the Table 4.16, the significance value of F class test showed the significance value of vocabulary mastery and significance grammar achievement. The significance value of vocabulary mastery was $0.000 < 0.05$. It means there was interaction between Jeopardy game-based learning and vocabulary mastery. Then, the significance value of grammar achievement was $0.000 < 0.05$. It means that there was interaction between Jeopardy game-based learning and grammar achievement. Thus, it could be concluded that there was interaction among Jeopardy game-based learning both vocabulary mastery and grammar achievement.

Then, H_0 is rejected and H_a is accepted. This means that H_a which states that there is significant different achievement of students' vocabulary mastery and grammar achievement between students who are taught using Jeopardy and students who are taught using conventional method at seventh grade of MTsN 3 Trenggalek is accepted.

Whereas H_0 which states that there is no significant different achievement between students who are taught using Jeopardy and students who are taught using conventional method at seventh grade of MTsN 3 Trenggalek is rejected.

C. Discussion

Based on the research finding, it showed that the mean scores between pretest and posttest of control group and experimental group is different. Since, the objective of this research is to know the effectiveness of Jeopardy on students' vocabulary mastery and grammar achievement. Therefore, this part answers the problems of this research because it showed the significance different between students who taught

using Jeopardy game-based learning and those who taught using conventional method at seventh grade students at MTsN 3 Trenggalek.

According to the research method in chapter III of this research, the writer conducted in the quasi experimental research design named *Non-randomized Control Group Design*. In this research, the first step was administering of pre-test by giving writing narrative text. Pre-test was given to the 58 students of experimental and control group to measure their ability before being given a treatment. The test was given to know basic competence and to know their earlier knowledge before they got treatment.

After getting the result of pre-test the two groups are given a different treatment. The experimental class got a treatment using Jeopardy as a medium. But in control class was taught using conventional method. The last step, the researcher was administering of post-test. The post-test were in the form of vocabulary and grammar test of descriptive text and appearance. The test was used to measure the students' ability after they were given treatment. The post-test was conducted in the last meeting and only one meeting.

Based on the result of the statistical computation, showed that the result between experimental group and control group of vocabulary mastery after taught by using Jeopardy method, the significance value is 0.00 and for grammar achievement is 0.01 which was lower than the significance level 0.05, so null hypothesis (H_0) is rejected or alternative hypothesis (H_a) is accepted, it means there is a significance different between students who taught by using Jeopardy and those who taught using conventional method.

In the posttest of vocabulary mastery of control group, the average score is 61.32 and the average score of experiment group is 67.70. While the posttest of experimental group of grammar achievement is 69.63 and the average score of control group is 63.00. From the mean score of both groups look difference values, the result shows that the posttest of experimental group was better than posttest of control group. From the result above, the conclusion is the students can improve their ability in vocabulary and grammar achievement after taught by using Jeopardy method. By using Jeopardy game-based learning, the students felt enthusiastic, enjoy, and motivated in participating the teaching and learning process. It indicates that after giving treatment by using Jeopardy game-based learning, the students have better vocabulary mastery and grammar achievement.

However, as many business learning games used in teaching learning, Jeopardy is easier than *who want to be millionaire* (Boctor 2013) because the rules of Jeopardy is easier to be understood and the way to play is same from first question until the last question, while *who want to be millionaire* when they build the bank of money and until they answer incorrectly and they lose everything. No such Charles (2016) who used jeopardy to teach combination of popular culture and classroom methodology, this research only focuses on vocabulary and grammar. Then, the most advantage of playing jeopardy is the indirect feedback received by the students during the game (Simkin, 2013) and it is different to this present research which state that through jeopardy the students get their feedback directly because when they did not know the answer or they answer indirect, they will listen the right answer from their friends directly.

Through Jeopardy the students' attention be focused in learning, and they are easy to understand the lesson. It is in line with Brokaw and Mertz (2004) who said that this game can be played in the first day of school to put "attention getter". When the students give their attention to the game, they will focus and catch and understand the material easily. Revere (2004) stated that playing Jeopardy in the class improves the students' understanding and therefore course satisfaction.

Moreover, applying Jeopardy make an active learning because it motivates the students to get highest score then, they really focus and answer the question carefully and correctly. This research is constructivism then, the students find their way to study by their selves and they get ready for following Jeopardy. Based on the researcher herself, there are many benefits of applying Jeopardy. Beside it builds the students' confidence and make active learning, through Jeopardy the students get their feedback directly. It is in line with Revere (2004) games provide students with immediate feedback.

In this case, the feedback may come from their friends in their group or the answer from other groups. When the students hear the answer from their friends, directly they learn something. They may forget about a word, but they will directly remember when they hear their friends' answer. This game is really helpful for their vocabulary mastery and grammar achievement. The students remind each other. Jeopardy is a tool how the students in their own way to study by fun, active learning and help each other to memorize something or understand something of lesson.

From explanation above, it is very appropriate with the result that in assessing process using Jeopardy is effective, especially in learning vocabulary and grammar.

Based on research finding in this research that there are any significant different in vocabulary mastery and grammar achievement of students before and after being taught using Jeopardy. The previous researcher also had proved that Jeopardy game-based learning is effective on students' teaching learning process. Thus, it can be concluded that Jeopardy is effective on students' vocabulary mastery and grammar achievement on the seventh grade of MTsN 3 Trenggalek.