

**THE EFFECTIVENESS OF USING *JEOPARDY GAME*  
TOWARDS STUDENTS' ACHIEVEMENT IN SIMPLE  
PRESENT TENSE AT THE EIGHTH GRADE OF MTsN  
LANGKAPAN SRENGAT**

**THESIS**

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**MOTTO**

*Don't think to be the best, but always think to do  
the best for your life.*

## **DEDICATION**

After finishing this thesis, I want to dedicate this thesis to:

1. My parents, Rudi Hartono and Fatkul Rohmah who always pray for my success and who always give motivation to me.
2. My grandmother Kartini who always support me.
3. My beloved advisor, Mr. Muh. Basuni who guided and gave me useful knowledge to finish this research.
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6. All members of TBI-8B whom I love.

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person except those as indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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## ABSTRACT

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**Keywords:** Effectiveness, Jeopardy Game, Communicative Competence, Simple Present Tense.

The curriculum of the teaching English includes the language components like vocabulary, structure and pronunciation (in speech) or spelling (in writing). One important language component that should we considered in learning English is grammar. In grammar, the students are provided with many rules of a language. One of them is tense. There are many tenses which are used in English. One of the tense that must be learnt by the eighth grade students of Junior High School is Simple Present Tense. Nowadays, one of the latest models that exist in language teaching is the model which agrees with the theoretical view that language is *communication* not a set of rules. It is known as the Communicative Competence. In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Therefore to build students' communicative competence, the teachers need to teach grammar forms and structures in relation to meaning and use of it. Related to this, integrated grammar teaching becomes an appropriate and authentic approach in teaching grammar. Hence, the researcher uses Jeopardy game as a teaching strategy to help the students in comprehending Simple Present Tense forms or structure in relation to the meaning an use of this tense. Where they need to complete specific communication tasks that are provided by this game. The Jeopardy used in this research became the method which presents a learning technique designed to make the classroom sessions into periods of game show fun using Jeopardy Game.

The formulations of the research problem were: 1) How is students' achievement in simple present tense before being taught by using Jeopardy game? 2) How is students' achievement in simple present tense after being taught by using Jeopardy game? 3) Is there any significant difference on students' achievement in simple present tense before and after being taught by using Jeopardy game?

The purposes of this study were to: 1) To find out the students' achievement in simple present tense before being taught by using Jeopardy game. 2) To find out the students' achievement in simple present tense after being taught by using Jeopardy game. 3) To find out whether there is a significant difference on students' achievement in simple present tense before and after being taught by using Jeopardy game.

Research method: 1) The research design in this study was pre-experimental design with one group pre test and post tense. 2) The population of this study was the eighth grade students of MTsN Langkapan Srengat. 3) The sample of this study was D class which consists of 39 students 4) The research instrument was test. 5) The data analysis was using *paired sample t-test* in SPSS which is used to analysis the difference students taught with and without Jeopardy Game.

The results of research findings showed that the mean score of pre-test was (58.46) while the mean score of post-test was (78.56). The mean score of pre-test was smaller than the mean score of post-test. It means that the students' score after being taught by using Jeopardy game was improved. It was proofed by the computation using paired sample t-test which shown that the significance level (0.000) smaller than the standard level of significance 0.05 ( $0.000 < 0.05$ ).

It means that (Ha) which states that there is a significant difference on students' achievement in simple present tense before and after being taught using Jeopardy game is accepted. Whereas (Ho) which states there is no significant difference on students' achievement in simple present tense before and after being taught using Jeopardy game is rejected.

Finally, it can be concluded that Jeopardy game is an effective technique in teaching simple present tense to junior high school students, especially for the eighth grade students of MtsN Langkapan Srengat.



## ABSTRAK

Skripsi dengan judul “*The Effectiveness of Using Jeopardy Game Towards Student’s Achievement in Simple Present Tense at The Eighth Grade of MTsN Langkapan Srengat*” disusun oleh Ani Fatma Sari. 3213113042. Jurusan Pendidikan Bahasa Inggris di IAIN TULUNGAGUNG tahun akademik 2015, dan dibimbing oleh Muh. Basuni, M.Pd.

**Kata kunci:** Efektivitas, Jeopardy, Kompetensi Komunikatif, Simple Present Tense.

Kurikulum pengajaran bahasa Inggris melibatkan beberapa komponen bahasa seperti kosa kata, struktur dan pengucapan (dalam pidato) atau ejaan (dalam bahasa tulis). Salah satu komponen penting bahasa yang harus kita perhatikan dalam belajar bahasa Inggris adalah tata bahasa (grammar). Dalam tata bahasa, siswa diberikan dengan banyak aturan bahasa. Salah satunya adalah *tense*. Ada banyak tense yang digunakan dalam bahasa Inggris. Salah satu tense yang harus dipelajari oleh siswa kelas VIII SMP adalah Simple Present Tense. Saat ini, salah satu model terbaru yang ada dalam pengajaran bahasa adalah model pengajaran bahasa yang setuju dengan pandangan teoritis bahwa bahasa adalah *komunikasi* bukan seperangkat aturan. Hal ini dikenal dengan sebutan Kompetensi Komunikatif. Dalam model kompetensi komunikatif, tujuan belajar tata bahasa adalah belajar sebuah bahasa dimana tata bahasa merupakan bagian darinya. Oleh karena untuk membangun kompetensi komunikasi siswa, guru sebaiknya mengajar bentuk tata bahasa dan struktur dalam kaitannya dengan makna dan penggunaannya. Terkait hal ini, pengajaran tata bahasa terintegrasi menjadi pendekatan yang tepat dan otentik dalam mengajar tata bahasa. Oleh karena itu, peneliti menggunakan Jeopardy sebagai strategi pengajaran untuk membantu siswa dalam memahami bentuk atau struktur Simple Present Tense dalam kaitannya dengan makna dan penggunaannya. Dimana mereka harus menyelesaikan tugas komunikatif yang disediakan oleh permainan ini. Jeopardy yang digunakan dalam penelitian ini menjadi metode yang menyajikan teknik pembelajaran yang dirancang untuk membuat kelas dalam periode game show yang menyenangkan.

Rumusan masalah dari penelitian ini adalah: 1) Bagaimana penguasaan simple present tense siswa sebelum diajar menggunakan Jeopardy? 2) Bagaimana penguasaan simple present tense siswa setelah diajar menggunakan Jeopardy? 3) Apakah ada perbedaan yang signifikan terhadap penguasaan simple present tense siswa sebelum dan setelah diajar dengan menggunakan Jeopardy?

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui penguasaan siswa dalam simple present tense sebelum diajar menggunakan Jeopardy game. 2) Untuk mengetahui penguasaan siswa dalam simple present tense setelah diajar menggunakan Jeopardy game. 3) Untuk mengetahui apakah ada perbedaan yang

signifikan pada penguasaan simple present tense siswa sebelum dan setelah diajar dengan menggunakan Jeopardy game.

Metode penelitian: 1) Desain dalam penelitian ini adalah desain pra-eksperimen dengan satu kelompok pre test dan post test. 2) Populasi penelitian ini adalah siswa kelas VIII MTsN Langkapan Srengat. 3) Sampel dari penelitian ini adalah kelas D yang terdiri dari 39 siswa 4) Instrumen dari penelitian ini adalah tes. 5) Analisis data dilakukan dengan menggunakan paired sample t-test pada SPSS yakni untuk menganalisis adakah perbedaan pada siswa yang diajar dengan atau tanpa menggunakan Jeopardy.

Hasil temuan penelitian menunjukkan bahwa nilai rata-rata pre-test adalah (58.46) sedangkan nilai rata-rata post-test adalah (78.56). Nilai rata-rata dari pre-test lebih kecil dari nilai rata-rata post-test. Ini berarti nilai siswa setelah diajar dengan menggunakan Jeopardy menjadi meningkat. Hal itu dibuktikan dengan perhitungan menggunakan paired sample t-test pada SPSS yang menunjukkan bahwa tingkat signifikansi (0.000) lebih kecil dari tingkat standar signifikansi 0.05 ( $0.000 < 0.05$ ).

Ini berarti ( $H_a$ ) yang menyatakan bahwa ada perbedaan yang signifikan terhadap penguasaan siswa terhadap simple present tense sebelum dan sesudah diajar menggunakan Jeopardy diterima. Sedangkan ( $H_o$ ) yang menyatakan tidak ada perbedaan yang signifikan terhadap penguasaan siswa terhadap simple present tense sebelum dan sesudah diajar menggunakan Jeopardy ditolak.

Pada akhirnya, dapat disimpulkan bahwa Jeopardy adalah teknik yang efektif yang dapat digunakan dalam pengajaran simple present tense untuk siswa SMP, terutama untuk siswa kelas VIII MTsN Langkapan Srengat.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

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The writer

Ani Fatma Sari

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