

**THE EFFECTIVENESS OF JEOPARDY GAME IN TEACHING
VOCABULARY AT FIFTH GRADE STUDENTS OF
SD NEGERI 65 KOMPANG**



A THESIS

As a Requirement for Compiling a Thesis
English Education Study Program (S.Pd).

By:

MILNA RAHAYUNianti
210110005

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
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1. Dr. Suriati, M.Sos, I.
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FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2025**

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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang*, yang ditulis oleh Milna Rahayunianti, Nomor Induk Mahasiswa (NIM) 210110005, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Rabu, tanggal 11 Juni 2025 M bertepatan dengan 15 Dzulhijjah 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

Milna Rahayunianti. *The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang.* Thesis. Sinjai: English Education Studi Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan (UIAD) Sinjai, 2025.

This research aims to determine the effectiveness of using the Jeopardy game in teaching English vocabulary at fifth-grade students of SD Negeri 65 Kompang.

The type of research used is quasi-experimental research with one group pretest-posttest design and a quantitative approach. This research was conducted on fifth grade students of SD Negeri 65 Kompang, totaling 17 students as the research samples. Data collection techniques used in this research include observations, questionnaire, tests, and documentation. Data analysis techniques used are the Normality Test, Homogeneity Test, Paired Sample T-Test, and N-Gain Test.

Data analysis showed that the normality test using Shapiro-Wilk resulted in a significance value of 0.113 for the pretest and 0.419 for the posttest, both of which are greater than 0.05, indicating that the data are normally distributed. The homogeneity test using Levene's Test also showed homogeneous data with a significance value of 0.943 (> 0.05). Furthermore, the results of the Paired Sample T-Test showed a significance value (2-tailed) of 0.000, which is less than 0.05. This indicates that there is a significant difference between the students' pretest and posttest scores after being given treatment using the Jeopardy game. The improvement in student learning outcomes is also supported by the N-Gain test result, which showed a score of 0.6499 or 64.99%, rounded to 65%, and categorized as "Medium." Descriptively, the students' average score increased from 45.29 in the pretest to 73.82 in the posttest. Based on these results, it can be concluded that the Jeopardy game is effective for teaching vocabulary to fifth grade students at SD Negeri 65 Kompang.

Keywords: *Effectiveness, Jeopardy Game, Vocabulary*

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The results of the data analysis showed that the normality test using Shapiro–Wilk produced significance values of 0.113 for the pretest and 0.419 for the posttest, both greater than 0.05, indicating that the data were normally distributed. The homogeneity test using Levene’s Test showed a significance value of 0.943 (> 0.05), indicating that the data were homogeneous. Furthermore, the Paired Sample t-Test showed a significance value (2-tailed) of 0.000, which is less than 0.05, indicating a significant difference between students’ pretest and posttest scores after treatment using the Jeopardy game. The improvement in students’ learning outcomes was also supported by the N-Gain test result of 0.6499 or 64.99%, categorized as “moderate.” Descriptively, the students’ average score increased from 45.29 in the pretest to 73.82 in the posttest. Based on these findings, it can be concluded that the Jeopardy game is effective in teaching English vocabulary to fifth-grade students at SD Negeri 65 Kompang.

Keywords: Effectiveness, Jeopardy Game, Vocabulary Learning

ملخص البحث

ميلنا راهيونياتي. فعالية لعبة الخطر في تعليم المفردات لدى طلاب الصف الخامس في مدرسة الابتدائية الحكومية ٦٥ كومبانغ. البحث. سينجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دهلان الإسلامية سينجائي، ٢٠٢٥.

يهدف هذا البحث إلى تحديد فعالية استخدام لعبة جيوباردي في تعليم مفردات اللغة الإنجليزية لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ٦٥ كومبانغ.

نوع البحث المستخدم هو البحث شبه التجريبي مع مجموعة واحدة من تصميم الاختبار قبل الاختبار وما بعد الاختبار ونهج كمي. أجري هذا البحث على طلاب الصف الخامس من مدرسة الابتدائية الحكومية ٦٥ كومبانغ، ليصل إجمالي العينات البحثية إلى ١٧ طالبا. تشمل تقنيات جمع البيانات المستخدمة في هذا البحث الملاحظات، والاستبيان، والاختبارات، والتوثيق. تشمل تقنيات تحليل البيانات المستخدمة اختبار الطبيعية، اختبار التجانس، اختبار t العينة المزدوجة، واختبار Gain-N.

أظهر تحليل البيانات أن اختبار الطبيعية باستخدام شايبرو-ويلك أسفر عن قيمة دلالة ٠.١١٣. للاختبار التمهيدي و ٠.٤١٩. للاختبار اللاحق، وكلاهما أكبر من ٠.٠٥، مما يشير إلى أن البيانات موزعة بشكل طبيعي. أظهر اختبار التجانس باستخدام اختبار ليفين أيضا بيانات متجانسة بقيمة دلالة ٠.٩٤٣. (< ٠.٠٥). علاوة على ذلك، أظهرت نتائج اختبار T العينة المزدوجة قيمة دلالة (ذيلان) مقدارها ٠.٠٠٠، أي أقل من ٠.٠٥. يشير ذلك إلى وجود فرق كبير بين درجات الطلاب في اختبار ما قبل وبعد الاختبار بعد تلقيهم العلاج باستخدام لعبة الخطر. كما يدعم نتيجة اختبار Gain-N التحسن في نتائج تعلم الطلاب، حيث أظهرت درجة ٠.٦٤٩٩ أو ٦٤.٩٩٪، مقربة إلى ٦٥٪، ومصنفة كـ "متوسطة". و صفيا، ارتفع متوسط درجات الطلاب من ٤٥.٢٩ في الاختبار التمهيدي إلى ٧٣.٨٢ في ما بعد الاختبار. استنادا إلى هذه النتائج، يمكن الاستنتاج أن لعبة جيوباردي فعالة في تعليم المفردات لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ٦٥ كومبانغ.

الكلمات الأساسية: الفعالية، لعبة جيوباردي، المفردات

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Sinjai, May 19th 2025



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CHAPTER I

INTRODUCTION

A. Background of the Research

English is an international language that plays a crucial role in various aspects of life, including education, business, technology, and cross-cultural communication. English provides wide access to global information, educational resources, and international career opportunities as a key tool in the modern era. English holds an important position as an international language studied in Indonesia (Kartini & Kareviati, 2021). English is taught as a foreign language and has become an essential part of the education curriculum. In Indonesia, the government and educational institutions continue to enhance the quality of English instruction to enable students to compete at the global level.

Therefore, English language learning has been integrated into the education curriculum since elementary school. This is based on Law No. 12 of 2024, Article 33, which states that English is an elective subject in elementary schools, or equivalent forms, and may be offered based on the readiness of the educational unit until the 2026/2027 academic year. It will change to a mandatory subject in the 2027/2028 academic year (Kemendikbud, 2024). This new policy is an important opportunity for schools to improve English language learning by providing qualified teachers and supporting students in facing the challenges of the modern world.

Meanwhile, the Qur'an does not explicitly state the obligation to learn English or any specific language. However, there are verses that teach that every word spoken or information received must be based on correct and clear understanding.

The word of Allah SWT in Q.S Al-Isra/17:36, which states:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَٰئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

Translation:

"Do not follow something of which you do not know. Indeed, hearing, sight, and the heart, all of them will be questioned" (Kemenag, 2022).

This verse highlights the importance of science in Islam. English, as an international language, can serve as a tool to understand science, facilitate communication, and spread the teachings of Islam more widely. In Indonesian curriculum, English is one of the subjects taught in schools (Arifin, 2020). Teaching English in elementary schools involves instructing children, and this approach significantly differs in terms of content, methods, and strategies compared to teaching English to teenagers and adults. Children in this age group are in a critical period of development, during which they can learn quickly. Learning English for elementary school-aged children is highly beneficial, as their ability to acquire a language is more pronounced compared to those over the age of 12. During the age range of 6 to 12 years, children's cognitive abilities are developing effectively (Rosaria & Novika, 2017). Children learning English as a foreign language exhibit characteristics that differ somewhat from those of teenagers and adults. Children have unique traits and their moods can change easily, which means they learn according to their preferences and interests (Oktavia et al., 2023). In learning English, there are four important aspects to be studied namely reading, writing, speaking, and listening. In addition, there are several supporting components namely pronunciation, vocabulary, and grammar.

Learning a foreign language, especially English, greatly depends on vocabulary. Studying vocabulary is an essential part of acquiring any language, as it encompasses various terms that are crucial for effective communication (Sepyanda & Handayani, 2021). Vocabulary serves as a fundamental component of sentences, as language is constructed from words. A strong understanding of vocabulary is necessary for learning English and conveying information. Nation in (Sundari, 2020) suggesting that a realistic

target for children learning vocabulary is around 500 words per year, provided there are good learning conditions. The more vocabulary students comprehend and study, the more proficient they will become in using the language.

Students with a rich vocabulary can communicate effectively and interact with others through their listening, speaking, reading, and writing skills. Mastery of vocabulary greatly influences the success of learning English. Teaching vocabulary to young children is essential, as having an adequate vocabulary facilitates communication (Purnama et al., 2024). At this early stage of learning, children are particularly receptive to new words and concepts. Introducing English vocabulary to young learners yields numerous positive outcomes that play a crucial role in developing their language and communication skills (Ulumudin et al., 2023). By expanding their vocabulary, children not only enhance their ability to express themselves but also gain confidence in social interactions. A strong foundation in vocabulary enables them to better understand spoken and written language, making it easier for them to follow instructions, engage in conversations, and comprehend stories. This increased language proficiency fosters critical thinking and creativity, allowing them to articulate their thoughts and ideas more effectively.

Based on preliminary observations conducted in September of teachers and fifth-grade students at SD Negeri 65 Kompang showed several important issues in English language learning. The students showed a lack of interest and motivation as they perceived English as a difficult subject, coupled with frustration and anxiety when facing assignments or exams. Difficulties in mastering new vocabulary, especially due to differences in English spelling and pronunciation, further complicate their learning process. The situation is exacerbated by the unavailability of qualified English teachers in the school, where the existing teachers do not have a background in English education. As a result, teaching methods are less effective and less engaging, which ultimately results in a sub-optimal learning experience for students.

In the teaching and learning process, teachers should not be limited to using a single method; instead, they should employ a variety of methods to keep the instruction engaging. The use of varied methods will not benefit the learning activities if they are not applied appropriately, considering the supportive context and the psychological conditions of the students. Teaching vocabulary is a complex task, as teachers must take into account the suitable media to be used in the classroom (Sepyanda & Handayani, 2021). To effectively teach vocabulary as a fundamental skill in English, appropriate methods are essential. Consequently, English teachers should possess techniques or strategies for vocabulary instruction (Asmawati, 2022).

Active and varied learning methods should be implemented, such as incorporating games related to vocabulary and instructions in English (Magfirah et al., 2023). Teachers are a vital and primary source of learning in English as a second or foreign language. Therefore, they should serve as adequate language models so that children can develop communication competence in the language they are learning (Rahmat & Fauzi, 2022). English teachers must select appropriate techniques or strategies based on students' characteristics to avoid issues during the learning process. Varied English language teaching techniques can certainly enhance students' interest in learning. This presents a challenge for English teachers in elementary schools. Continuous innovation from teachers is essential to ensure that students can actively engage in the learning process. Learning can be considered successful when students are able to grasp and master the material effectively (Sulfemi & Minati, 2018).

Based on Jean Piaget's (1977) theory of cognitive constructivism in (Ilham et al., 2023), children tend to learn more effectively through direct experience and active interaction with the surrounding environment. Piaget stated that children should be active in building their own knowledge, not just passively absorbing information. In this case, educational games can be a good medium for collaboration and social interaction between students.

The researcher offers creative and successful teaching strategies to deal with this problem. One approach that can be employed is the use of educational games in language learning. This is in line with the opinion (Kartini & Kareviati, 2021) that using games as a technique for teaching vocabulary allows teachers to observe students' personalities, encourage teamwork to strengthen their relationships with others, and provide opportunities for students to practice various skills in a more enjoyable manner. One example is the Jeopardy game, which can serve as an engaging activity for students learning vocabulary. Jeopardy is a well-known board game adapted from a television quiz show. According to Sepyanda (Zebua et al., 2023) the Jeopardy game is an activity that encourages students to consider questions that can lead to specific answers. This game emphasizes critical thinking as students respond to the questions presented in the game.

This is consistent with the research conducted by (Zebua et al., 2023), which suggests that the researchers recommend English teachers use the Jeopardy game to improve students' vocabulary acquisition. By using this game, teachers can select topics to enhance students' interest, making them more engaged and active in the learning process. This aligns with Dar's perspectives (Rahmat & Fauzi, 2022) that the process of language development is facilitated when learning materials are engaging, appropriate, and relevant to the content.

Bestiana & Lestari argues (Werdiyani, 2021), the Jeopardy game also meets five criteria in game design: it is fun, educational, supports the use of English, engaging, and easy to use. In the context of language learning, Jeopardy can be adapted to focus on vocabulary acquisition, providing students with the opportunity to practice and remember new words in a competitive and engaging format. Based on the researcher's point of view, using games can create a fun and interactive learning environment, which in turn can enhance student motivation and engagement. The use of games can prevent student boredom in learning and capture their attention to actively participate in English lessons. This opinion is in line with (Wangi & Napisah, 2020) who

states that teaching English through engaging and educational games can enhance students' abilities and motivation to learn the language.

Based on the explanation above, the researcher is interested in conducting a research titled “The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang”

B. Research Question

Based on the background of the problem above, the research question can be formulated as follows: “Is the Jeopardy Game effective in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang?”.

C. Objective of The Research

Based on the research questions above, the objective of this research is to determine the effectiveness of Jeopardy game in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang.

D. Significances of The Research

Based on the research objectives, both direct and indirect benefits for education are anticipated from this research. The benefits of this research include:

Theoretically, this research is expected to contribute to the development of teaching English methods, especially in teaching vocabulary in elementary schools as Jeopardy games on vocabulary acquisition, learning motivation and student engagement.

The practical benefits of this research can be felt by various parties. For researchers, this research contributes to the development of research in the field of education, particularly related to the use of games as a learning tool. For teachers, this research offers an alternative teaching method that is more engaging and effective, which can enhance the quality of learning. For students, this research focuses on improving vocabulary mastery through a fun and effective approach, and can increase student engagement and interest in learning. Meanwhile, for schools, the findings of this research can strengthen the school's reputation by implementing innovative teaching

methods, which in turn creates a more dynamic and enjoyable learning environment.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. The Concept of Effectiveness

a. Definition of Effectiveness

The word "effective" comes from English, meaning successful or something that is done successfully. Effectiveness is the ability to achieve planned goals with optimal results, reflecting how well an organization or individual successfully carries out physical and non-physical activities to attain maximum success as expected (Zohriah, 2017).

Effectiveness is the ability to achieve objectives accurately or to select the most appropriate goals from a range of alternatives, and to make the best choice from the available options (Putri, 2019).

According to Legono in (Diba et al., 2019), effectiveness is the effort to achieve predetermined goals according to needs and plans by utilizing available data, resources, and time to obtain optimal results both quantitatively and qualitatively.

Al Barzanji and Al Hawasi define in (Omar, 2023) effectiveness as the ability to achieve desired goals or outputs by minimizing the use of resources or inputs, thereby producing optimal results.

Referring to several definitions of effectiveness that have been put forward, the researcher concludes that effectiveness is the ability to achieve desired goals optimally by utilizing available resources appropriately and selecting the best alternatives to produce maximum impact in line with plans and needs, without considering efficiency.

b. Indicators of Learning Effectiveness

Learning is regarded as effective if the desired objectives have been successfully achieved based on several indicators. According to

Yusuf in (Sumarno et al., 2023), the indicators used to assess the effectiveness of teaching through the use of the Jeopardy game include:

1) Implementation of Learning

In the context of the effectiveness of Jeopardy game in vocabulary teaching, this refers to the extent to which the implementation plan of using Jeopardy game can be implemented in accordance with the learning objectives that have been set. This means that all activities in the Jeopardy game must be carried out in accordance with the planned schedule and the designed method. In addition, students' activities in vocabulary learning by using Jeopardy game will also be observed to evaluate their involvement during the learning process.

2) Students Response

Students' positive response to the use of Jeopardy game reflects their interest and motivation in teaching vocabulary. This response can be measured through a questionnaire that evaluates the students' level of engagement and enthusiasm in following the learning using Jeopardy game.

3) Learning Outcomes

This indicator evaluates the results achieved by students after participating in the Jeopardy game as part of the vocabulary learning process. The outcomes can be assessed through tests, examinations, or other evaluations that demonstrate the extent of understanding and vocabulary skills that students have acquired.

2. The Concept of Jeopardy Game

a. Defitinion of Jeopardy Game

Historically, Jeopardy is a very popular television show that has aired across the United States since 1974. As mentioned by Suryani and Kareviati, the Jeopardy game can be played by an individual, but it can also be done in groups (Krisdianata & Kuswandono, 2022). According to Gast and Leatham (2005), the goal of this game in classroom activities is

to help students focus and successfully master the material while practicing, even though they do not necessarily have to apply it directly (Rusdiyana et al., 2021).

Additionally, June Prezsler, Barb Rowenhorst, and Jo Hartmann state that Jeopardy develops a matrix with six columns and six rows. Jeopardy has two types of implementation: a high-tech version and a low-tech version. In the high-tech version, the game requires a computer, PowerPoint, and a TV or projector in the classroom. The Jeopardy board with categories, points, and links is created by following instructions available online. Each point value can be clicked to reveal a question. In the low-tech version, paper, cards and a whiteboard are needed (Haris et al., 2018).

Jeopardy is a question-based game where participants select questions to earn or lose points. This game has distinctive features, with various categories accompanied by a diverse set of questions. Questions with lower point values are typically easier to answer, while those with higher point values tend to be more challenging. Jeopardy has a basic framework of rules that must be followed. Participants are required to adhere to regulations regarding turns, score distribution, and determining the winner (Wati et al., 2023).

Jeopardy can be viewed as an effective strategy for motivating students to learn vocabulary and, in a broader context, for teaching in language classrooms. This game helps teachers improve the quality of the learning process, which can be measured through three main indicators: student participation or engagement, motivation, and learning outcomes (Kusumaningrum & Binarti, 2021).

From several experts who explain Jeopardy game, the researcher concludes that Jeopardy game is an interactive question-based game designed to enhance student engagement in learning vocabulary. Jeopardy game is a group quiz board game that aims to get the highest score in vocabulary learning.

b. Steps of Jeopardy Game

The use of the Jeopardy game in the classroom to teach vocabulary can be implemented with the following steps:

- 1) The teacher prepares a list of vocabulary words that align with the current lesson. These words are then categorized into several groups.
- 2) The game matrix is created digitally using PowerPoint. This matrix consists of vocabulary categories with different point values.
- 3) Students are divided into small groups. The group that raises their hand the fastest will start.
- 4) The group selects a category and point value and then answers questions related to the chosen vocabulary. If a group answers correctly, they earn points; if they cannot answer the question, it is passed to another group.
- 5) Students are not allowed to open a dictionary to find answers but should discuss with their group members regarding what they believe is the correct answer.
- 6) The group with the highest score is the winner.
- 7) After the game is completed, the teacher evaluates the answers provided by the students and gives feedback to improve their understanding of the vocabulary they have not yet mastered.

c. Advantages of Jeopardy Game

According to Friedman in (Paramida & Zulfitri, 2023) the Jeopardy game has various advantages that make it an effective learning tool. First, it enhances student engagement by encouraging active participation, which makes them more involved in the learning process. The competitive element of Jeopardy can also boost students' motivation to learn and participate. Additionally, the game provides an interactive and enjoyable way to learn, helping students retain information more effectively. Jeopardy is also flexible, allowing it to be tailored to various topics and difficulty levels, making it suitable for different learning

contexts. Furthermore, the game promotes teamwork, developing students' social and communication skills. The immediate feedback given after each answer helps students understand their strengths and weaknesses in vocabulary comprehension. Finally, the diverse questions in the game encourage students to think critically and analytically while searching for answers, thereby enhancing their thinking abilities.

d. Disadvantages of Jeopardy Game

Although the Jeopardy game has many advantages, the game of Jeopardy also has some drawbacks (Cusick, 2017). First, the digital version of Jeopardy requires technological equipment such as computers and projectors, making it difficult to implement the game if this equipment is not available. Additionally, the game can take a considerable amount of time, especially if there are many questions or if participants cannot answer quickly. The difficulty levels of the questions can also vary, which may lead some students to feel challenged and decrease their confidence. Furthermore, Jeopardy tends to emphasize factual recall and memorization, which may not encompass a deeper understanding or application of concepts. In some groups, only certain students who are more active or confident may answer questions, resulting in an unfair distribution of participation. The competitive element of the game can also cause stress or anxiety for some students, which may hinder their learning process. Finally, Jeopardy focuses more on quantitative aspects, such as the number of points, and may not provide a complete picture of students' understanding of the material being studied.

3. The Concept of Teaching Vocabulary

a. Definition of Teaching

Teaching is the activity or process of instructing students, which involves providing lessons, guidance, and knowledge to help them understand a subject or skill. Teaching focuses on the changes

within individuals that occur through experience, instruction, and practice, enabling students to learn how to do something and acquire meaningful knowledge (Armia & Nursalim, 2019). Teaching is the learning process carried out by an educator and is understood as a system consisting of interrelated components that work together to achieve predetermined objectives, where educators must possess skills in teaching methods and experience, with teachers playing a very important role in the overall process (Harahap et al., 2023).

Teaching is a planned process aimed at achieving specific objectives, developing students' personalities and skills, while considering the diversity of students' interests, talents, and learning styles in shaping their behavior (Ergawati et al., 2023). Teaching describes the tasks and activities carried out collaboratively by educators and their students, systematically designed by a teacher using appropriate methods and techniques to create an environment that facilitates the learning process (Wawaan, 2020).

Hollins in (Firdaus et al., 2019) argue that teaching is a complex activity and a multidimensional process that requires in-depth knowledge and understanding across broad areas, as well as the ability to synthesize, integrate, and apply that knowledge in various situations under diverse conditions, with both groups and individuals who may differ widely.

English as an international language and a foreign language is crucial in the 21st century, especially for international communication. Given the significance of mastering English, educational practitioners at universities have created ample opportunities for teaching and learning the language (Rohayati, 2018). In Indonesia, English is taught as a foreign language from elementary to higher education, increasingly important to be actively mastered in both spoken and written communication due to globalization, which makes it an international communication tool (Mustopa et al., 2019).

According to several definitions of teaching above, it can be concluded that teaching is a structured and collaborative process conducted by educators to impart knowledge, guide, and develop students' skills and character through methods tailored to their needs and context, aiming to achieve positive growth and meet global demands, including international communication skills.

b. Definition of Vocabulary

Vocabulary is an essential component that foreign language learners must master in order to achieve proficiency in communicating in that language, as vocabulary serves as the foundational step in language skill acquisition (Selviana et al., 2020). Therefore, vocabulary development should be a primary focus in English language learning at all educational levels.

“Vocabulary is a collection of several words that are owned by a language and give meaning when used” (Harmilawati et al., 2021). Vocabulary is an element of a language, where each word has its own meaning or translation equivalent (Rahmatunnisa et al., 2023). Vocabulary is a collection or wealth of words possessed by an individual, enabling them to master and use those words effectively. Mastery of vocabulary not only involves the ability to recognize and understand the meanings of various words but also the capacity to combine those words in the appropriate context (Hasibuan, 2021).

According to Umar & Irmayanti, vocabulary enables individuals to construct sentences, comprehend texts, and convey ideas effectively and efficiently (Kainta & Rombot, 2020). Vocabulary is a set of words that has meaning, form, and usage to convey messages from the speaker to the listener and from the writer to the reader (Muleng, 2018). Vocabulary is an essential element in learning English and conveying information (Sinaga & Simanjuntak, 2024). This suggests that students can improve their ability to learn words as more people master vocabulary

Vocabulary is a collection of interrelated words that form a cohesive unit for constructing phrases, sentences, or discourse. Each word has its own meaning that can be combined to produce complete sentences or discourse (Wahyuningsih et al., 2021). To communicate effectively, a sufficient amount of vocabulary is necessary (Purwanti, 2021).

Based on various perspectives on teaching, the researcher concludes that vocabulary is a collection of words possessed by a language, functioning as a fundamental element of communication that enables individuals to construct sentences and discourse, and encompasses the ability to recognize, understand, and use words in the appropriate context to convey ideas and information effectively.

c. Types of Vocabulary

Several experts categorize vocabulary into different types. Nurjamiaty stated in (Roswati, 2020) that vocabulary can be divided into several categories, including:

- 1) Basic Vocabulary: This includes commonly used words, such as nouns, verbs, adjectives, numerals, pronouns, kinship terms, and prepositions. Basic vocabulary is an essential foundation for communication.
- 2) Derivational Vocabulary: This category consists of words formed from root words by adding affixes, such as prefixes, suffixes, infixes, and confixes. Derivational vocabulary allows for more complex and diverse expressions.
- 3) Repetitive Vocabulary: This refers to vocabulary that is repeated to emphasize or convey a specific meaning in communication.

Meanwhile, Hanum in (Nurhidayat et al., 2022) argue that vocabulary can be divided into two categories based on usage: active vocabulary and passive vocabulary. Active vocabulary consists of words that a person frequently uses in communication. The use of active vocabulary reflects an individual's ability to communicate

effectively, as these words often appear in everyday conversations or writing. On the other hand, passive vocabulary includes words that are not used when a person communicates. Passive vocabulary is typically acquired through listening, reading, or memorizing but is not activated in daily use.

Then, according to Robins in (Nuryadi, 2019) states that types of words can be categorized into two main groups:

1) Open Class Words:

- a) Nouns: words that refer to objects, people, or concepts.
- b) Adjective: words that used to describe the qualities or states of particular object or person.
- c) Verbs: words that indicate actions or states.
- d) Adverbs: words that provide additional information about verbs, adjectives, or other adverbs, usually explaining how, when, or where something occurs.

Open class words are so named because their number continues to grow alongside advancements in knowledge and technology.

2) Closed Class Words:

- a) Conjunctions: words used to connect words, phrases, or clauses.
- b) Prepositions: words that indicate the relationship between noun or pronoun and other words in a sentence.
- c) Pronoun: word used as substitutes for noun, people, or things.

Closed class words are termed as such because their number is relatively fixed and not open to the addition of new words, and they play an important grammatical role in sentences.

d. The Importance of Vocabulary in Teaching English

The aspects of teaching English are diverse and interconnected, encompassing listening, speaking, reading, and writing skills. In addition to mastering these four skills, students also

need a good understanding of English components, such as vocabulary, pronunciation, and grammar, to support their proficiency in language skills (Rahmayanti, 2022).

Overall, developing these various aspects will enhance students' English language skills comprehensively and support success in both communication and academics. Among these supporting components, the researcher will focus on vocabulary.

Without an adequate understanding of vocabulary, individuals will face challenges in speaking, listening, reading, and writing skills (Rosyada-AS & Apoko, 2023). A rich vocabulary allows learners to understand the meaning of words and phrases in various contexts, which is essential when reading texts or listening to conversations.

In addition, a broad vocabulary enables students to express their thoughts and feelings more effectively, making interactions smoother (Rongga Milla et al., 2022). By understanding basic vocabulary, learners can quickly acquire new words and phrases, accelerating the overall process of learning English. Therefore, vocabulary mastery is a key factor for achieving success in both communication and academics.

e. Vocabulary Assessment Indicator

Below is a table displaying vocabulary assessment indicators, which serve a guide at each stage of evaluating students' vocabulary skills.

Table 2.1
Vocabulary Assesment Indicators

No	Aspects	Indicator	Score x Question Items
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 4

		Students can not to understand English vocabulary effectively	1
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 4
		Students read vocabulary less accurately	3
		Students read vocabulary inaccurately	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary fluently	5 x 4
		Students speak vocabulary less fluently	3
		Students are not fluent in vocabulary	1
4	Writing vocabulary	Students can accurately write English vocabulary in a notebook.	5 x 4
		Students write less accurate vocabulary	3
		Students write inaccurate vocabulary	1
5	Using vocabulary in learning	If the grammar and spelling are correct so that the sentences are clear and easy to understand	5 x 4
		If there are a few mistakes, but the sentence is still easy to understand	3
		If there are many mistakes so that the sentence is difficult to	1

		understand	
	Maximum Score		100

Adapted from (Rahmatunnisa et al., 2023)

Notes :

A = If the student gets a score of 90-100

B = If the student gets a score of 80-89

C = If the student gets a score of 65-79

D = If the student gets a score < 64

B. Previous of Related Research

In this research, the researcher refers to previous research that is relevant to the research that will be conducted. Some of the relevant research findings include:

1. The research was conducted by Retno Eviyanti entitled “The Implementation of Jeopardy Game to Increase Student’s Reading Comprehension at the Eight Grade of SMPN I Punggur Central Lampung”. The results of the study indicate that by implementing the Jeopardy Game in the teaching and learning process, students are able to improve their reading comprehension. Based on the Minimum Competency Criteria (KKM), the results in Cycle I did not meet the research indicators, as 12 students or 37.50% scored below 70. However, in Cycle II, the results were better than those in Cycle I, as only 6 students or 18.75% scored below 70. Based on these results, it can be concluded that the research indicators have been achieved, and students can improve their reading skills by using the Jeopardy Game (Eviyanti, 2018).

The similarity between the previous research and the research to be conducted is the use of the Jeopardy game in the learning process. The difference lies in the focus of the research; the previous research focused

on the application of the game to improve reading comprehension, while the current research focuses on teaching English vocabulary for students.

2. The research was conducted by Patimah Muleng entitled “The Influence of Jeopardy Game on Students’ Vocabulary Mastery at the Eighth Grade Of Smp Kartika Ii-2 (Persit) Bandar Lampung in the Academic Year of 2017/2018. The result show that by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of jeopardy game on students’ vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018 (Muleng, 2018).

The similarity between this research and the research that will be conducted by the researcher is that both use the jeopardy game in vocabulary learning. The difference in the research lies in their main focus; this research measures influence, whereas the research that will be conducted by the researcher measures effectiveness.

3. The research was conducted by Yoannes Yuka Krisdianata and Paulus Kuswandono, titled “Enhancing Vocational High School Students' Reading Skills Using Jeopardy Games.” The results indicated that students showed improved reading comprehension based on the diagnostic test, cycle I, and cycle II scores, with average scores of 5.76, 6.48, and 7.28, respectively. Students also reported increased motivation and a greater tendency to read more. In conclusion, students noted improvements in both cooperative learning and reading strategies (Krisdianata & Kuswandono, 2022).

The similarity between the previous research and the current research is that both use the Jeopardy game in the learning process. The difference lies in the focus of the previous research, which emphasized improving reading skills in vocational high school students, while the

researcher's research focuses on the effectiveness of the Jeopardy game in teaching vocabulary.

4. The research was conducted by Andi Asmawati, titled "The Students' Perception of Using Jeopardy in Teaching Vocabulary." The results of the research show that students consider the Jeopardy Strategy an effective method for improving their English vocabulary. The majority of students strongly agreed that this strategy was engaging. However, some students sometimes prioritized achieving high scores over understanding the meaning and definitions of new words. Therefore, it is recommended to use the Jeopardy strategy in vocabulary teaching while focusing students' attention on the new words (Asmawati, 2022).

The similarity between the previous research and the research to be conducted is that both use the Jeopardy game in teaching vocabulary. The difference lies in the focus of the previous research, which emphasized students' perceptions of the Jeopardy game, while the research of researcher focuses on its effectiveness.

5. The research was conducted by Astuty Simbolon and colleagues, titled "The Effect of Jeopardy Game on Students' Reading Comprehension." The test results show that the experimental group achieved an average score of 100, which is considered excellent, while the control group achieved an average score of 95, also considered excellent. Based on these findings, it can be concluded that the use of the Jeopardy game as an effective strategy can improve students' reading comprehension (Simbolon et al., 2022).

The similarity between this research and the research to be conducted by the researcher is the use of the Jeopardy game in the teaching process. The difference lies in the focus of the previous research, which emphasized the impact of the Jeopardy game on students' reading comprehension skills, while the research to be conducted by the researcher will focus on the effectiveness of the Jeopardy game in teaching vocabulary.

6. The research was conducted by Meutia Gusnur Faridah and Dangin, titled “The Effectiveness of Jeopardy Game to Teach Writing”. The results of the research showed a significant difference before and after the treatment, with the t-test analysis showing a t value of -6.406 and a probability (p) <0.05, which was 0.00. This research demonstrates the effectiveness of using the Jeopardy game to teach the simple present tense in writing skills (Faridah & Dangin, 2023).

The similarity between the previous research and the research to be conducted by the researcher is that both measure the effectiveness of the Jeopardy game in the teaching process. The difference lies in the focus of the previous research, which emphasized teaching writing skills related to the simple present tense, while the researcher's research focuses on teaching vocabulary.

7. The research was conducted by Regika Nur Wardani entitled “The Effectiveness of Jeopardy Game as Media to Improve Students’ Reading Comprehension at SMPN 1 Parang Magetan”. The results showed that the average post-test score in the experimental class was 84.33, while the average post-test score in the control class was 77.50. The sig (2-tailed) value with the assumption of equal variance was 0.000 and $\alpha = 0.05$. Therefore, it can be concluded that there is a significant difference in reading comprehension between students taught using the Jeopardy game and those who are not taught using the Jeopardy game at SMPN 1 Parang Magetan (Wardani, 2024).

The similarity between the previous research and the research to be conducted is that both measure the effectiveness of the Jeopardy game in the teaching process. The difference lies in the focus of the previous research, which emphasized teaching reading comprehension.

Various previous studies have explored the use of Jeopardy game in various educational contexts, such as improving reading comprehension in Junior High School, developing simple present tense writing skills in Senior High School, and analyzing students' perceptions

in teaching learning. However, there is no specific research investigating the effectiveness of using Jeopardy game in teaching vocabulary in elementary school. Therefore, this research aims to examine the effectiveness of Jeopardy game in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang. The innovative approach through Jeopardy game is expected to be an effective alternative learning method, which does not only transfer knowledge, but also develops students' cognitive and social skills in the context of vocabulary learning in elementary school.

C. Hypothesis

The research hypothesis are formulate as follows:

- H0 : The use of Jeopardy game is not effective in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang.
- H1 : The use of Jeopardy game is effective in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang.

CHAPTER III

RESEARCH METHOD

A. Type & Design of the Research

1. Type of the Research

This research used a quantitative approach with an experimental research type. According to Borg & Gall (Hardani et al., 2020) Experimental research was considered the most scientifically reliable type of research (most valid) because it involved strict control over extraneous variables that could interfere with the variables being tested. The experimental research method was seen as one of the best approaches to identify causal relationships. This type of research was used when the researcher aimed to explore the cause and effect relationship between independent and dependent variables.

2. Design of the Research

In this research, the researcher used a quasi experiment design. The chosen design was a one-group pretest-posttest, which measured outcomes by conducting an initial test before the treatment and a final test after the treatment, allowing for more accurate analysis of the results (Sugiyono, 2017). The main aim of this research was to test the hypothesis that the Jeopardy game was effective in teaching vocabulary. The quantitative approach used assessed the effectiveness of the Jeopardy game in vocabulary teaching at fifth grade students of SD Negeri 65 Kompang. The detailed experimental research design can be seen in the table below.

Table 3.1

One Group Pretest–Posttest Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

(Sugiyono, 2017)

Note:

O_1 : Pre-test score (Before Treatment)

X : Treatment (Jeopardy)

O_2 : Post-test (After Treatment)

An additional explanation of the research design is as follows:

1) Pre-test

The pre-test was conducted to measure the initial ability of the student group before they received treatment in the form of a learning model. Students took a vocabulary test as a preliminary assessment to evaluate and determine their mastery of vocabulary in English language learning.

2) Treatment

After the pre-test was conducted, the student received treatment based on the established learning model. This model used the Jeopardy game to teach vocabulary to the students and was carried out over 4 meetings.

3) Post-test

The post-test was conducted after the students underwent treatment. The purpose of this test was to measure the difference in results before and after the treatment was applied to the students.

B. Variable Definition

Variables are characteristics and attributes that could be assessed through research instruments (tests, questionnaires, observations), and each individual may have different values or scores (Budiastuti & Bandur, 2018). In this research, there were two variables namely the Independent Variable and the Dependent Variable.

1. Independent Variable

The independent variable is the variable that acted as the cause or influenced changes in the dependent variable (Ridha, 2017). The independent variable in this research was Jeopardy game. The use of the Jeopardy game as an educational tool played in the form of a quiz can

enhance students' motivation and engagement in learning, as well as help them better understand and retain the material.

2. Dependent Variable

A dependent variable is a variable that was affected or influenced by the independent variable (Ridha, 2017). The dependent variable in this research is teaching vocabulary for class V students at SD Negeri 65 Kompang. Students will learn vocabulary to expand their understanding of the words from the lessons that have been taught. In this research, the dependent variable was students' vocabulary mastery. Vocabulary mastery referred to the students' ability to understand, recall, and use English vocabulary effectively in learning activities. This variable was measured through the results of the pre-test and post-test given before and after the treatment using the Jeopardy game.

C. Place and Time of the Research

1. Place of the Research

This research was conducted at class V of SD Negeri 65 Kompang. SD Negeri 65 Kompang is located at Sultan Hasanuddin street, district central Sinjai. The researcher is interested in conducting a research at this school after interviewing several students who mentioned that learning English, especially vocabulary acquisition, is very challenging. Based on these interviews, the researcher intends to carry out the research by using games in teaching. The researcher became interested in conducting research at this school after interviewing several students who mentioned that learning English especially vocabulary acquisition was very challenging. Based on these interviews, the researcher decided to carry out the study using games as a method in vocabulary teaching.

2. Time of the Research

This research was conducted from December 2024 to May 2025. During this period, the researcher was able to collect and analyze data, drawing significant conclusions about students' learning outcomes related

to the use of Jeopardy game in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang, which was the main focus of this research.

D. Population and Sample of the Research

1. Population

The population referred to the entire group of subjects that served as the focus of the researcher (Priadana & Sunarsi, 2021). For this research, the population was the fifth grade students at SD Negeri 65 Kompang, totaling 17 students.

The total number of fifth grade students at SD Negeri 65 Kompang was presented in the table below.

Table 3.2

Class V Students at SD Negeri 65 Kompang

Class	Female	Male	Total
V	11	6	17

(Documentation from SD Negeri 65 Kompang)

2. Sample

A sample was a part or subset of the population that was studied, or it could also be defined as a mini representation of the population (Danuri & Maisaroh, 2019). The sample for this research consisted of students from class V at SD Negeri 65 Kompang, totaling 17 individuals, selected using the total sampling method. According to Sugiyono in (Putri et al., 2018), total sampling is a method in which every member of the population is included as a sample. The researcher opted for total sampling because the population was under 100. Consequently, the sample size for this research consisted of 17 students, comprising 11 female students and 6 male students.

E. Techniques of Data Collection

This research employed a quantitative research approach to gather and analyze data. Therefore, the data collection techniques that has been used include observation, questionnaires, tests, and documentation.

1. Observation

In collecting data through observation, the researcher acted as an observer who made direct observations of behaviours, activities, or events relevant to the object of research. The observation in this research were conducted to evaluate student activity and the application of Jeopardy games in the vocabulary learning process. The purpose of this observation was to assess the effectiveness Jeopardy game in teaching vocabulary to fifth-grade students at SD Negeri 65 Kompang.

2. Questionnaire

A questionnaire was a tool used for data collection that contained written questions to be answered by respondents (Sukendra & Atmaja, 2020). When designing questions for the questionnaire, the primary focus was to include important indicators from the research. In this research, the type of questionnaire that was used a closed questionnaire. The questionnaire used a Guttman scale to measure students' responses toward the use of Jeopardy Game in vocabulary teaching.

3. Test

The data collection technique through testing was conducted to measure the comparison of students' results before and after the implementation of Jeopardy game in teaching vocabulary. The steps for administering the test include:

a. Pre-test

Before implementation of Jeopardy game, the researcher conducted a pre-test to assess the students' prior knowledge. In this pre-test, the researcher provided a test to the students, which consisted of 20 items.

b. Treatment

After administering the pre-test, the researcher implemented a treatment for the students using Jeopardy game. The steps carried out during the treatment were as follows:

- 1) The researcher taught the vocabulary material.
- 2) The researcher introduced Jeopardy game to the students.
- 3) The researcher explained the procedure of Jeopardy game to the students.
- 4) The researcher facilitated learning together with the students using Jeopardy game.

c. Post-test

The researcher administered a post-test after implementing the treatment using Jeopardy game. This post-test aimed to evaluate the students' learning outcomes after using Jeopardy game. The questions in the post-test were identical to those in the pre-test.

4. Documentation

Documentation was one of the data collection methods used in this research. Data were collected in the form of documents, including images and written materials. The documentation collected by the researcher included student attendance lists, observation sheets, questionnaire responses, students' worksheets from the pre-test and post-test, as well as photographs taken during the research.

F. Instruments of the Research

Research instruments refer to the tools needed or used for data collection (Ummah, 2019). The instruments used in this research included observation sheets, questionnaire, question sheets (tests), and a documentation list.

1. Observation sheet

In this research, the observation sheet used a Likert scale consisting of 11 items for student activity sheets and 20 items for learning process implementation sheets. This observation sheet was used to collect data obtained through direct field observation regarding the effectiveness of the

Jeopardy game in teaching vocabulary to fifth grade students at SD Negeri 65 Kompang.

2. Questionnaire Sheet

The questionnaire was given to respondents as an initial step to identify students' opinions on Jeopardy game. In this research, the questionnaire used a Guttman scale and consisted of 20 items aimed at measuring students' attitudes, opinions, and experiences regarding the effectiveness of Jeopardy game in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang.

3. Question Sheet or Test

The purpose of the data collection technique through testing was to measure the changes or development in students' English skills, particularly in vocabulary acquisition, before and after the implementation of Jeopardy game. The test was constructed based on five aspects from the *Vocabulary Assessment Indicator* table, with each type of question varying depending on the specific aspect:

- a. Understanding vocabulary was assessed through multiple-choice questions. The test aimed to evaluate students' understanding of vocabulary meanings by asking them to choose the correct answers based on the meaning of the words.
- b. Reading vocabulary was measured by asking students to read vocabulary aloud. Students were instructed to read several vocabulary items clearly, and the researcher used assessment standards to evaluate their fluency and accuracy.
- c. Pronouncing vocabulary was evaluated through pronunciation checks. Students were asked to pronounce vocabulary items provided by the teacher, and their pronunciation was assessed based on established pronunciation standards.
- d. Writing vocabulary was assessed through fill-in-the-blank questions. Students completed the sentences using the correct English vocabulary, with the Indonesian translations provided next to each blank.

- e. Using vocabulary in learning was evaluated by asking students to construct simple sentences. Students created sentences using the vocabulary items that had been taught.

By using a question sheet consisting of 20 items, administered during both the pre-test and post-test, the researcher was able to compare the initial and final results to assess the effectiveness of Jeopardy game in teaching vocabulary at fifth-grade students of SD Negeri 65 Kompang.

4. Documentation List

This list consisted of a collection of documents gathered as part of the documentation process. The documentation list included student attendance records, observation sheets, questionnaires, pre-test and post-test sheets, as well as photographs taken during the implementation of the research.

G. Validity dan Reliability Test

1. Validity Test

Validity is the degree of accuracy and/or precision of research instruments in measuring the variables intended to be studied (Budiastuti & Bandur, 2018). The research instruments that will be tested for validity are observation sheets, student response questionnaires and pretest and posttest questions. The instrument is said to be valid if the correlation coefficient between items is greater than 0.30 with an alpha error rate of 0.05. Validity testing was carried out using SPSS (Statistical Product and Service Solution). Valid testing criteria can be seen as follows.

- a. Instrument items are said to be valid if $r \text{ value} > r \text{ table}$.
- b. Instrument item are said to be invalid if $r \text{ value} < r \text{ table}$.

Validity tests have been carried out on all research instruments. The following is a description of the results of the validity test of students activities using the game of jeopardy in teaching vocabulary:

Table 3.3
Validity Test of Students Activity Observation

Correlations			
No. Statement Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criteria
S1	0,513	0,4821	Valid
S2	0,560	0,4821	Valid
S3	0,501	0,4821	Valid
S4	0,551	0,4821	Valid
S5	0,485	0,4821	Valid
S6	0,494	0,4821	Valid
S7	0,501	0,4821	Valid
S8	0,499	0,4821	Valid
S9	0,509	0,4821	Valid
S10	0,509	0,4821	Valid
S11	0,552	0,4821	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.3, it can be seen that an item is declared valid if the result of the Pearson correlation calculation is greater than the r-table (Sig. 0.05). To find out the value of the r-table (Sig. 0.05) can be seen at the value of the r-table. The significance of the table was 0.05 which was known to be the r table value for 17 respondents was 0.4821. Thus, the comparison of the r-value of each items of the student activity statement shows a result greater than 0.4821 so that all of items are declared valid.

Table 3.4
Validity test of Students Respons Questionnaire

Correlations			
No. Questionnaire Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criteria
Q1	0,483	0,4821	Valid
Q2	0,483	0,4821	Valid
Q3	0,483	0,4821	Valid
S4	0,628	0,4821	Valid
Q5	0,483	0,4821	Valid
Q6	0,667	0,4821	Valid
Q7	0,557	0,4821	Valid
Q8	0,541	0,4821	Valid
Q9	0,667	0,4821	Valid
Q10	0,581	0,4821	Valid
Q11	0,592	0,4821	Valid
Q12	0,667	0,4821	Valid
Q13	0,667	0,4821	Valid
Q14	0,667	0,4821	Valid
Q15	0,667	0,4821	Valid
Q16	0,667	0,4821	Valid
Q17	0,581	0,4821	Valid
Q18	0,667	0,4821	Valid
Q19	0,557	0,4821	Valid
Q20	0,557	0,4821	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.4, it can be seen that an item is declared valid if the result of the Pearson correlation calculation is greater than the r-table (Sig. 0.05). To find out the value of the r-table (Sig. 0.05) can be seen at the value of the r-table. The significance of the table was 0.05 which was known to be the r table value for 17 respondents was 0.4821. Thus, the comparison of the calculated r-value of each items of the student response questionnaire statement shows a result greater than 0.4821 so that all of items are declared valid.

Table 3.5
Validity test of Pre-test

Correlations			
No. Question Items	Pearson Correlation	R _{table} (Sig. 0,05)	Criteria
Q1	0,586	0,4821	Valid
Q2	0,495	0,4821	Valid
Q3	0,546	0,4821	Valid
S4	0,520	0,4821	Valid
Q5	0,586	0,4821	Valid
Q6	0,520	0,4821	Valid
Q7	0,520	0,4821	Valid
Q8	0,498	0,4821	Valid
Q9	0,542	0,4821	Valid
Q10	0,498	0,4821	Valid
Q11	0,542	0,4821	Valid
Q12	0,489	0,4821	Valid
Q13	0,546	0,4821	Valid
Q14	0,524	0,4821	Valid
Q15	0,546	0,4821	Valid
Q16	0,531	0,4821	Valid
Q17	0,520	0,4821	Valid
Q18	0,542	0,4821	Valid
Q19	0,555	0,4821	Valid
Q20	0,495	0,4821	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.5, it can be seen that an item is declared valid if the result of the Pearson correlation calculation is greater than the r-table (Sig. 0.05). To find out the value of the r-table (Sig. 0.05) can be seen at the value of the r-table. The significance of the table was 0.05 which was known to be the r table value for 17 respondents was 0.4821. Thus, the comparison of the r-value of each item of the student's pre-test questions shows a result greater than 0.4821 so that all of items are declared valid.

Table 3.6
Validity test of Post-test

Correlations			
No. Question Items	Pearson Correlation	R _{table} (Sig. 0,05)	Criteria
Q1	0,520	0,4821	Valid
Q2	0,590	0,4821	Valid
Q3	0,531	0,4821	Valid
S4	0,536	0,4821	Valid
Q5	0,564	0,4821	Valid
Q6	0,536	0,4821	Valid
Q7	0,518	0,4821	Valid
Q8	0,487	0,4821	Valid
Q9	0,518	0,4821	Valid
Q10	0,497	0,4821	Valid
Q11	0,541	0,4821	Valid
Q12	0,505	0,4821	Valid
Q13	0,487	0,4821	Valid
Q14	0,538	0,4821	Valid
Q15	0,496	0,4821	Valid
Q16	0,565	0,4821	Valid
Q17	0,541	0,4821	Valid
Q18	0,516	0,4821	Valid
Q19	0,495	0,4821	Valid
Q20	0,541	0,4821	Valid

(Source: Results of data analysis with SPSS 21)

From table 3.6, it can be seen that an item is declared valid if the result of the Pearson correlation calculation is greater than the r-table (Sig. 0.05). To find out the value of the r-table (Sig. 0.05) can be seen at the value of the r-table. The significance of the table was 0.05 which was known to be the r table value for 17 respondents was 0.4821. Thus, the comparison of the r-value of each item of the student's post-test questions shows a result greater than 0.4821 so that all of items are declared valid.

2. Reliability Test

Reliability is a coefficient that indicates the extent to which a measuring instrument can be trusted, meaning that if an instrument is used repeatedly to measure the same thing, the results will be relatively stable or consistent (Farida & Musyarofah, 2021). The research instruments,

namely the observation sheet, student response questionnaire and pretest and posttest questions, will be tested for reliability so that they are consistent over time. The research instrument will be deemed reliable if the reliability coefficient (r_i) is greater than 0.60. Additionally, reliability can also be assessed using SPSS 21.

In this research, the research instruments were student activity observation sheets, student response questionnaires, and pretest and posttest questions that have been declared valid, then a reliability test is carried out. The following are the results of the reliability test of student activity observation sheets:

Table 3.7
Reliability Test of Students Activity Observation

Reliability Statistics

Cronbach's Alpha	N of Items
.713	11

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.7 of the reliability test above, a Cronbach Alpha value of 0.713 was obtained, which show that the Cronbach Alpha value is greater than 0.60, so it can be said that all of items of the statement of student activity observation sheets are reliable.

The results of the reliability test on the student response questionnaire can be seen as follows:

Table 3.8
Reliability Test of Students Respons Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.898	20

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.8 of the reliability test above, a Cronbach Alpha value of 0.898 was obtained, which show that the Cronbach Alpha value is greater than 0.60 so that it can be said that all items of the student response questionnaire statement are reliable.

Furthermore, the results of the reliability test on the pretest and posttest questions can be seen in the following table:

Table 3.9
Reliability Test of Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.823	20

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.9 of the reliability test above, a Cronbach Alpha value was obtained at 0.823 which shows that the Cronbach Alpha value is greater than 0.60 so that it can be said that all question items in the pretest test are reliable.

Table 3.10
Reliability Test of Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.834	20

(Source: Results of data analysis with SPSS 21)

Based on the output results in table 3.11 of the reliability test above, a Cronbach Alpha value of 0.834 was obtained, which shows that the Cronbach Alpha value is greater than 0.60, so it can be said that all question items in the posttest test are reliable.

H. Techniques of Data Analysis

After the data were collected, data analysis was conducted using various methods, including coding, manual analysis, and spss software, to process and analyze student learning outcomes.

1. Normality Test

To ensure the validity of the analysis, a normality test is conducted on the score data. This test, which can use the Kolmogorov-Smirnov or Shapiro-Wilk methods, aims to check whether the data is normally distributed. In this research, the researcher will use SPSS One Sample Kolmogorov – Smirnov with a significance value (α) = 0.05. In (Nasrum, 2018) the results of the normality test are as follows:

- a. If the significance value is > 0.05 then the data is said to be normally distributed
- b. If the significance value is < 0.05 then the data is said to be not normally distributed

2. Homogeneity Test

The next step is to conducted a homogeneity test, usually using Levene's test, to determine whether the variances between the two groups (pre-test and post-test) are homogeneous. The significance level (α) used is 0.05. In (Sianturi, 2022), the decision-making in the homogeneity test is as follows in:

- a. If the significance value is > 0.05 then the data is said to have the same variance distribution (homogeneous)
- b. If the significance value is < 0.05 then data is uneven (not homogeneous).

3. Hypothesis Testing

The homogeneity test is used to determine whether several population variances are the same or not (Sianturi, 2022). The t-test is a statistical test use to determine whether there is a significant difference between two means. The t-test is often use in research with small samples and normally distributed data. The Paired t-test is use when the data comes

from the same group measured twice, for example, before and after using Jeopardy game in teaching vocabulary for students.

After the paired t-test, the last step in data analysis is to evaluate the hypothesis, specifically deciding whether to reject or accept the null hypothesis. The criteria for determining whether the null hypothesis should be rejected are as follows.

- a. If the P-value (denoted as Sig (α)) > 0.05 , then H_0 is accepted and H_1 is rejected.
- b. If the P-value (denoted as Sig (α)) < 0.05 , then H_0 is rejected and H_1 is accepted.

Once the pretest and posttest scores are collected, the researcher analyzes the results. The analysis performed is the gain normality test, which is used to evaluate the effectiveness of the treatment administered.

The formula below is employed to calculate the normality of the gain.

$$N - \text{Gain} = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{pre}}}$$

Notes :

$N - \text{Gain}$ states the gain normality test value

S_{post} represents the pretest score

S_{pre} represents the posttest score

S_{maks} represents the maximum score.

The criteria for effectiveness, derived from the normality gain values, are presented in the table below:

Table 3.11
Classification of Gain Normality Values

Normality gain value	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n \leq 0,70$	Medium
$0,00 \leq n \leq 0,30$	Low

Source : Karinaningsih in (Oktavia et al., 2019)

CHAPTER IV

FINDINGS AND DISCUSSION OF THE RESEARCH

A. Findings of the Research

This chapter explains the findings obtained from the data analysis carried out throughout the research process. The research was conducted to identify the effectiveness of using the Jeopardy Game as a strategy for teaching vocabulary to fifth grade students at SD Negeri 65 Kompang. In collecting the research data, several instruments were employed, namely observation sheets, questionnaires, and vocabulary tests. All data collected from each instrument were analyzed systematically to obtain valid conclusions related to the research. The effectiveness of the learning strategy was assessed based on several indicators, including the implementation of the learning process, students' involvement during classroom activities, students' responses toward the learning activities, and students' vocabulary achievement after receiving the treatment.

1. Implementation of learning

To determine the effectiveness of using the Jeopardy Game in the teaching and learning process, classroom observations were conducted focusing on the teacher's performance during the learning activities. Each observed aspect was assessed using a scale from 1 to 4, where a score of 4 indicated very good implementation. The observation results are presented in the following table.

Table 4.1
Result of Learning Process Observation

No	Aspects	Score
1	Teacher opened the lesson with a greeting. (Guru membuka pelajaran dengan salam.)	4
2	Teacher and students pray together before starting the lesson. (Guru dan siswa berdoa bersama sebelum memulai pelajaran.)	2

3	Teacher checks the students' attendance. (Guru memeriksa kehadiran siswa.)	4
4	Teacher prepares learning tools needed for learning activities. (Guru mempersiapkan alat pembelajaran yang dibutuhkan untuk kegiatan pembelajaran.)	4
5	Teacher explains vocabulary related to the game. (Guru menjelaskan kosakata yang berhubungan dengan permainan.)	4
6	Teacher writes the material on the blackboard. (Guru menulis materi di papan tulis.)	4
7	Teacher introduced the game Jeopardy. (Guru memperkenalkan permainan Jeopardy.)	4
8	Teacher explains the purpose and benefits of the game Jeopardy. (Guru menjelaskan tujuan dan manfaat permainan Jeopardy.)	3
9	Teacher divided the students into 4 groups. (Guru membagi siswa menjadi 4 kelompok.)	4
10	Teacher explains the rules in the process of playing Jeopardy. (Guru menjelaskan aturan dalam proses bermain Jeopardy.)	4
11	Teacher uses technology devices in the learning process. (Guru menggunakan perangkat teknologi dalam proses pembelajaran.)	4
12	Teacher invites the fastest group to raise their hands to start the Jeopardy game. (Guru mempersilakan kelompok yang paling cepat mengangkat tangan untuk memulai permainan Jeopardy.)	4
13	The selected group chooses the category and point value. (Kelompok yang terpilih memilih kategori dan nilai poin.)	4
14	The student discusses with their group mate regarding the answer they believe to be correct. (Siswa berdiskusi dengan teman kelompok mengenai jawaban yang mereka yakini benar.)	3
15	If the group answers correctly, they will receive points according to the chosen value. If incorrect, the	4

	opportunity will pass to another group. (Jika kelompok menjawab dengan benar, mereka akan menerima poin sesuai dengan nilai yang dipilih. Jika salah, kesempatan akan diberikan kepada kelompok lain.)	
16	Teacher evaluates the student's incorrect or less accurate answers. (Guru mengevaluasi jawaban siswa yang salah atau kurang akurat.)	4
17	The Jeopardy game continues until all the question boxes are answered or until the learning time is over. (Permainan Jeopardy terus berlanjut hingga semua kotak pertanyaan terjawab atau hingga waktu pembelajaran selesai.)	4
18	Teacher determines the winning group. (Guru menentukan kelompok yang menang.)	4
19	Teacher provided feedback regarding vocabulary that the students did not understand. (Guru memberikan umpan balik mengenai kosakata yang tidak dimengerti oleh siswa.)	4
20	Teacher closes the lesson. (Guru menutup pelajaran.)	4
Total Score		77

Based on the observation instrument above, which consists of 20 aspects of observation, it shows that 17 aspects are very well implemented (score 4) and 3 aspects are well implemented (score 3) that shows 77 are category very good. Overall, the learning stages have sufficient according to the lesson plan. These observation results confirm that the observation instrument is effective in measuring the quality of Jeopardy game based learning and showed that this method successfully creates interactive and meaningful learning for students.

2. Students Response

An observation was conducted to identify the level of students' involvement during the learning process using the Jeopardy Game. Several aspects observed included students' enthusiasm, participation in classroom

activities, cooperation, and vocabulary comprehension. Each aspect was assessed using a scale ranging from 1 to 4. The observation results are presented in the following table.

a) Students Activity Result

Table 4.2
Result of Students Activity

No	Aspects	Score
1	Students pay attention to the Jeopardy game rules explained by the teacher. (Siswa memperhatikan peraturan permainan Jeopardy yang dijelaskan oleh guru.)	33
2	Students actively participate in group division. (Siswa secara aktif berpartisipasi dalam pembagian kelompok.)	38
3	Students actively participate in group discussions to find answers. (Siswa secara aktif berpartisipasi dalam diskusi kelompok untuk menemukan jawaban.)	30
4	Students are able to answer questions within the specified duration. (Siswa dapat menjawab pertanyaan dalam durasi yang ditentukan.)	35
5	Students are able to answer questions appropriately. (Siswa mampu menjawab pertanyaan dengan tepat.)	27
6	Students are able to understanding English vocabulary well. (Siswa mampu memahami kosakata bahasa inggris dengan baik.)	33
7	Students are able to read English vocabulary well. (Siswa mampu membaca kosakata Bahasa inggris dengan baik.)	39
8	Students are able to pronounce English vocabulary well. (Siswa mampu mengucapkan kosakata Bahasa inggris dengan baik.)	29
9	Students are able to write English vocabulary well. (Siswa mampu menulis kosakata Bahasa inggris)	36

	dengan baik.)	
10	Students are able to use English vocabulary in writing simple sentences. (Siswa mampu menggunakan kosakata Bahasa Inggris dalam menulis kalimat sederhana.)	30
11	Students respond positively to the feedback given by the teacher. (Siswa merespon secara positif umpan balik yang diberikan oleh guru.)	38

From the table above, the average score is 30-39 which means that students' response to the game of jeopardy in learning English vocabulary is a good category and indicates that one of the indicators of learning effectiveness has been achieved.

b) Students Response Questionnaire Result

A questionnaire was administered to obtain students' responses toward learning vocabulary through the Jeopardy Game. The students' responses described their interest, motivation, and learning experiences during the teaching and learning process. The results of the questionnaire are presented in the following table.

Table 4.3
Result of Students Response Questionnaire

No	Aspects	Yes (1)	No (0)	Score total
1.	Permainan Jeopardy dapat meningkatkan partisipasi saya dalam pembelajaran (The Jeopardy game can enhance my active participation in learning)	14	3	17
2.	Permainan Jeopardy efektif dan menyenangkan untuk saya belajar kosakata (The Jeopardy game is effective for me to learn vocabulary)	14	3	17

3.	Permainan Jeopardy dapat mendorong kerja sama dalam tim (The Jeopardy game can encourage teamwork)	14	3	17
4.	Permainan Jeopardy dapat membuat saya mengetahui makna kosakata bahasa inggris dengan baik (Jeopardy game can make me know the meaning of English vocabulary well)	14	3	17
5.	Permainan Jeopardy dapat membuat saya membaca kosakata bahasa inggris dengan baik (Jeopardy game can make me read English vocabulary well)	14	3	17
6.	Permainan Jeopardy dapat membuat saya menulis kosakata bahasa inggris dengan baik (Jeopardy game can make me write English vocabulary well)	13	4	17
7.	Permainan Jeopardy dapat membuat saya mengucapkan kosakata bahasa inggris dengan baik (Jeopardy game can make me pronounce English vocabulary well)	13	4	17
8.	Permainan Jeopardy dapat membuat saya menulis kalimat sederhana dalam Bahasa inggris dengan baik (Jeopardy game can make me write simple sentences in English well)	12	5	17
9.	Permainan Jeopardy dapat mengembangkan kemampuan komunikasi saya (The game Jeopardy can develop my	15	2	17

	communication skills)			
10.	Umpan balik langsung yang diberikan setelah setiap jawaban membantu saya memahami kemampuan dan kelemahan saya dalam memahami kosakata (Immediate feedback provided after each answer helps me understand my strengths and weaknesses in vocabulary comprehension)	15	2	17
11.	Permainan Jeopardy memakan waktu yang cukup lama karena saya tidak dapat menjawab menjawab dengan cepat (The game of Jeopardy takes quite a long time because I can't answer quickly)	14	3	17
12.	Soal yang diberikan sulit sehingga membuat saya kurang percaya diri (The questions given were difficult, which made me less confident)	15	2	17
13.	Permainan Jeopardy cenderung menekankan pada mengingat dan menghafal kosakata (The game Jeopardy tends to emphasize remembering and memorizing vocabulary)	15	23	17
14.	Soal dalam permainan Jeopardy terkadang memiliki tingkat kesulitan yang terlalu tinggi atau rendah bagi saya (Questions in Jeopardy game sometimes have a difficulty level that is too high or low for me)	15	2	17
15.	Dalam beberapa kelompok, hanya siswa tertentu yang percaya diri dapat menjawab pertanyaan (In some groups, only certain confident students can answer the questions)	15	2	17
16.	Permainan Jeopardy dapat mengakibatkan	15	2	17

	pembagian partisipasi yang tidak adil (The game of Jeopardy can result in an unfair distribution of participation)			
17.	Permainan Jeopardy dapat menyebabkan stres bagi saya sehingga dapat menghambat proses belajar (The game Jeopardy can cause me stress, which can hinder the learning process)	14	3	17
18.	Permainan Jeopardy dapat menyebabkan kecemasan bagi saya sehingga dapat menghambat proses belajar (The game Jeopardy can cause anxiety for me, which can hinder the learning process)	15	2	17
19.	Permainan Jeopardy dapat membuat saya merasa tertantang dalam pembelajaran (The game Jeopardy can make me feel challenged in learning)	13	4	17
20.	Permainan Jeopardy lebih berfokus pada pemerolehan nilai sehingga tidak memberikan gambaran lengkap terhadap materi yang sedang dipelajari (The Jeopardy game focuses more on scoring points, so it does not provide a complete picture of the material being studied)	13	4	17

Based on the results of the questionnaire data analysis conducted on 17 students using 20 assessment aspects, the obtained scores fall within the range of 10–14, which is categorized as Enjoyable. This indicates that, in general, students gave positive responses to the use of the Jeopardy game in learning English vocabulary.

3. Students' Learning Outcomes

To evaluate students' learning achievement, a pre-test and post-test were administered. The obtained data were analyzed using statistical analysis to

identify the effectiveness of the Jeopardy Game in teaching vocabulary. The findings of the analysis are presented below.

a) Normality Test

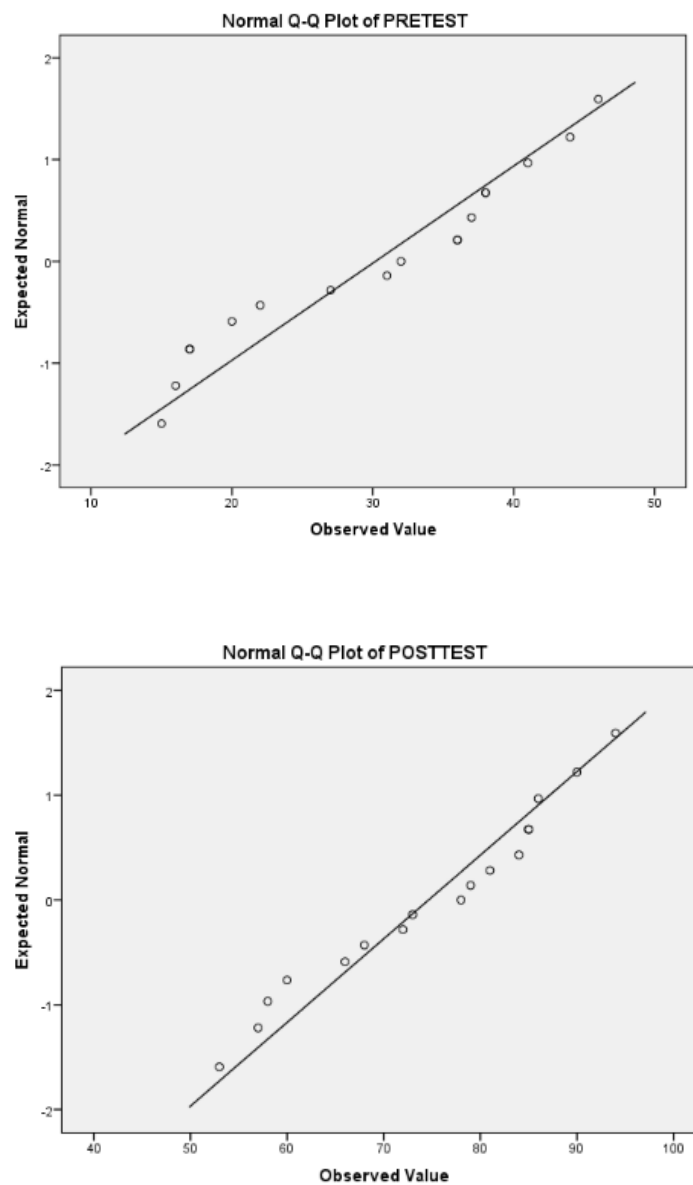
One of the requirements for parametric statistical analysis is the normality test, which aims to determine whether the research data is normally distributed. Because the number of research samples is less than 50, or 17 respondents, the Shapiro-Wilk test is used to test for normality. The testing was conducted using SPSS version 21. The results are presented in the table below:

**Table 4.4 Test Normality of the Test
Tests of Normality**

	Shapiro-Wilk		
	Statistic	Df	Sig.
PRETEST	.913	17	.113
POSTTEST	.948	17	.419

(Source: Result of data analysis with SPSS 21)

Based on the output of the Shapiro-Wilk normality test for the pretest and posttest data, the significance value (Sig.) for the pretest is 0.113, and for the posttest is 0.419. Since both significance values are greater than the significance level of 0.05 ($p > 0.05$), it can be concluded that the pretest and posttest data are normally distributed.

Grafik 4.1**Q.Q Plot**

(Source: Result of data analysis with SPSS 21)

Based on the results of the normality test using the Q-Q Plot, the pretest and posttest data show a distribution pattern that follows the diagonal line, indicating that both data sets are normally distributed. Although there are a few points on the pretest data that slightly deviate from the line, the deviations are still within a reasonable range.

Meanwhile, the posttest data show a more even and consistent spread along the diagonal line. Therefore, it can be concluded that both the pretest and posttest data are normally distributed.

b) Homogeneity Test

The test of homogeneity of variances is conducted to determine whether the pretest and posttest data have equal variances. If the significance value is > 0.05 then the data is said to have the same variance distribution (homogeneous).

**Table 4.5 Test of Homogeneity Test
Test of Homogeneity of Variances**

PRETEST_POSTTEST

Levene Statistic	df1	df2	Sig.
.005	1	32	.943

(Source: Result of data analysis with SPSS 21)

Based on the output of Levene's Test, the significance value (Sig.) obtained is 0.943. Since the significance value is greater than the significance level of 0.05 ($p > 0.05$), it can be concluded that the pretest and posttest data have homogeneous variances.

c) Hypothesis for the Test

After conducting the prerequisite tests and confirming that the analyzed data follows a normal distribution, hypothesis testing is then carried out to validate the truth or answer the hypothesis presented in this research. For this research, the hypothesis test used was the paired sample t-test. The purpose of this hypothesis testing is to determine the effectiveness of using the Jeopardy game in teaching vocabulary to fifth-grade students at SD Negeri 65 Kompang.

The paired sample t-test was conducted using the SPSS version 21.0 for Windows program. The results of the paired sample t-test can be seen in the following table:

Table 4.6 Results of the Paired Sample t-Test
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair PRETEST – 1 POSTTEST	-44.529	7.739	1.877	-48.508	-40.550	-23.724	16	.000

(Source: Result of data analysis with SPSS 21)

Based on the table above, the Sig. (2-tailed) value obtained is 0.000. This significance value is less than 0.05 ($0.000 < 0.05$), meaning H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted. Therefore, it can be concluded that H_1 is accepted and H_0 is rejected. In other words, the use of the Jeopardy game is effective in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang.

d) N Gain

In this research, the N-Gain score test was conducted to determine the effectiveness of using Jeopardy game in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang. The N-Gain score was calculated by finding the difference between the pretest and posttest values (gain score), which aims to measure whether the use of Jeopardy game leads to a significant improvement in teaching vocabulary.

Table 4.7 Result of N-Gain

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	17	.44	.89	.6499	.13110
NGain_Percentase	17	44.05	88.89	64.9922	13.10986
Valid N (listwise)	17				

(Source: Result of data analysis with SPSS 21)

From the table above, the mean N-Gain score is 0.6499 (65%).

This score falls within the Medium category, based on the following classification of gain normality values:

Table 4.8 Classification of Gain Normality Values

Normality gain value	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n \leq 0,70$	Medium
$0,00 \leq n \leq 0,30$	Low

Source : Karinaningsih in (Oktavia et al., 2019)

Based on these criteria, the obtained N-Gain score falls within the range of $0.30 \leq g \leq 0.70$, which is categorized as medium gain. This indicates that the improvement in students' vocabulary from pretest to posttest can be classified as a Medium-level improvement.

B. Discussions of the Research

Based on the results of data analysis, the use of Jeopardy Game is proven effective in improving vocabulary mastery of fifth grade students of SD Negeri 65 Kompang. This is evidenced by the significant difference between pretest and posttest scores, as well as the results of normality, homogeneity, and paired sample t-test tests which support the hypothesis that Jeopardy game is effective in improving vocabulary learning outcomes. The N-Gain value is in the medium category which indicates an increase in students' abilities after the application of the Jeopardy game.

This effectiveness is reinforced by the results of student activity observations which include 11 statements during the application of Jeopardy Game showing that this method runs effectively and in accordance with the learning design. The average score obtained by students is in the “Sufficient” category (score 30). This shows that students not only enjoy the game but also able to carry out learning activities optimally. This finding is in line with Nation's opinion in (Sundari, 2020) which states that teaching vocabulary will be more successful if it is supported by good and interesting learning conditions. Jeopardy Game provides space for students to actively think,

interact, and practice vocabulary in a fun context. In the learning process, students also show high interest and a healthy competitive spirit, in line with the opinion of Friedman (Paramida & Zulfitri, 2023) that games like Jeopardy can increase active participation and material retention.

While the results of teacher activity observations in the learning process observation sheet which includes 20 aspects, teachers consistently show systematic and effective learning implementation. The teacher's overall score is in the "Very Good" category (77 points), indicating that the teacher succeeds in carrying out his role as a learning facilitator well. The success of teachers in carrying out all these stages shows that this method not only involves students, but also requires teacher readiness and creativity in designing and guiding the learning process. This finding is in line with the opinion of (Kusumaningrum & Binarti, 2021) who stated that Jeopardy Game helps teachers improve the quality of the learning process, which can be measured through student participation or engagement, motivation, and learning outcomes. This is also reinforced by the opinion of (Rahmat & Fauzi, 2022) that the teacher is the main and vital resource in English language learning and should serve as an adequate language model so that children can develop communication competence in the language they are learning. Furthermore, the active involvement of students and the optimal role of teachers also reflect Piaget's principle of constructivism in English language learning in (Ilham et al., 2023), which state that children learn more effectively through direct experience and active interaction with the surrounding environment.

From the observation, it can be concluded that both teachers and students play an active role in the implementation of learning using Jeopardy Game. Teachers managed to run the learning strategy systematically and effectively, while students showed positive responses, active involvement, and increased learning motivation. This indicates that the strong two-way interaction between teachers and students is the main key to the success of the implementation of this game media. Thus, both in terms of learning outcomes, student engagement, and teacher implementation, the use of Jeopardy Game in

vocabulary learning is proven to be able to create an effective, fun, and meaningful learning process.

In addition to observations, data from student response questionnaires showed that the use of Jeopardy Game received a very positive response. The questionnaire results show that the average student response is in the “Enjoyable” category. Students felt that the game helped them remember vocabulary more easily, made lessons more fun, and increased their enthusiasm for learning English. This finding supports Friedman's opinion in (Paramida & Zulfitri, 2023) which states that games such as Jeopardy increase motivation, active participation, and information retention. In addition, effective learning is assessed from the implementation of learning, student responses, and student learning outcomes according to Yusuf in (Sumarno et al., 2023) which were all met in this research.

Furthermore, the results of this research are also supported by a number of relevant research such as research conducted by Patimah Muleng with the title “The Influence of Jeopardy Game on Students’ Vocabulary Mastery at the Eighth Grade of Smp Kartika II 2 (Persit) Bandar Lampung in The Academic Year Of 2017/2018” showed that Jeopardy Game has a positive effect on junior high school students' vocabulary acquisition (Muleng, 2018). Although the context is different (junior high school level), these results reinforce that the use of Jeopardy is effective in improving vocabulary at various levels, one of which is elementary school. Meanwhile, research conducted by Andi Asmawati entitled “The Students' Perception of Using Jeopardy in Teaching Vocabulary” revealed that students liked this method because it was considered an effective method to improve their English vocabulary (Asmawati, 2022). This result is in line with the responses of SD Negeri 65 Kompang students who showed that students were actively involved in answering questions, having group discussions, and understanding the meaning of vocabulary in context during the game, as recorded in the observation and questionnaire data.

However, when compared to the results of research conducted by Novilisa, with the title “The Influence of Jeopardy Game Towards Students’

Vocabulary Mastery” different results were found. In the research, Jeopardy Game did not have a statistically significant effect on students' vocabulary mastery, with a contribution of only 2.4% based on regression analysis. Nevertheless, students in the study also showed a very good response to the use of Jeopardy Game with an average questionnaire of 65.85% (Novilisa et al., 2019). This suggests that in an affective and motivational sense, the method is still well received by students, but has not fully impacted cognitively. This difference in results can be explained through several aspects. First, the difference in education level, i.e. elementary vs. junior high school. According to cognitive development theory, elementary students are more suitable for game-based learning because they are at a more concrete stage of development. Second, in the research conducted by the researcher, Jeopardy Game was implemented systematically and completely including the use of digital media (PowerPoint), group formation, and intensive guidance from the teacher during the learning process. Whereas in Novilisa's study, the implementation strategy was not explained in detail, and the regression results showed that the prediction model was less robust. Third, the learning environment and student characteristics are also factors that influence the success of this method.

Based on the explanation above, the results of the research conducted by the researcher reinforced that Jeopardy Game is effective in vocabulary learning at the elementary school level, both in terms of learning outcomes, student activeness, and positive responses to learning. Meanwhile, Novilisa's research results show that the success of Jeopardy Game can be different depending on the context, student characteristics, and the way it is implemented. Therefore, it is important for teachers to consider the age level and characteristics, media readiness, and implementation strategies so that the use of Jeopardy really achieves learning objectives.

Although most of the previous research were conducted at the junior and senior high school level with various skills that have been implemented such as reading and writing, overall the results of this research support the experts' opinions and strengthen the evidence that Jeopardy Game is an

effective, interactive, and fun method to use in learning English vocabulary at the elementary school level. Therefore, the continuation of the results of this research can be done or explored to other aspects of English such as speaking and grammar.

CHAPTER V

CLOSING

A. Conclusion of the Research

Based on the results of the research conducted on the effectiveness of using Jeopardy game in teaching vocabulary at fifth grade students of SD Negeri 65 Kompang, it can be concluded that:

The results showed that jeopardy game is effective in teaching vocabulary. It can be seen from the significant difference between students' pretest and posttest results after being given learning treatment using Jeopardy game. This is proven through the results of the t-test (Paired Sample T-Test) which shows a significance value (Sig. 2-tailed) of $0.000 < 0.05$, so H_0 is rejected and H_1 is accepted. In addition, the N-Gain test results show that the average N-Gain score of students is 0.65, which is included in the medium effectiveness category. This indicates that learning by using Jeopardy game is able to provide a fairly good improvement in students' vocabulary comprehension.

B. Suggestion of the Research

Based on the research that has been done by researchers, the suggestions that can be given are as follows:

1. For Teachers: Jeopardy game can be used as an alternative interactive learning strategy that is fun and effective in teaching English vocabulary, especially at the elementary school level.
2. For Schools: This approach can support the achievement of curriculum objectives and improve the quality of foreign language learning.
3. For Future Researchers: This research can serve as a basis for examining other educational games or testing the effectiveness of Jeopardy on other English language skills, such as speaking or grammar, by involving a larger sample for broader and more in-depth results.

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APPENDICES

APPENDICES

Appendix 1: Student Activity Observation Sheet



STUDENT ACTIVITY OBSERVATION SHEET USING JEOPARDY GAME IN TEACHING VOABULARY

A. Respondent Identity

Name : Muh. Al- Gazali
 Student ID Number :
 Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic University of Ahmad Dahlan Sinjai. This is an experimental study aimed at determining the effectiveness of jeopardy game in teaching vocabulary.
2. Observe student activities during the teaching vocabulary process using the jeopardy game. Observation results on this sheet follow these procedures:
 - Observer comprehensively and objectively observe student activities.
 - Focus on each aspect listed in the observation sheet.
 - Provide scores according to predetermined criteria.
 - Observation conducted from the beginning to the end of the lesson.
 - Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students pay attention to the Jeopardy game rules explained by the teacher. (Siswa memperhatikan peraturan permainan Jeopardy yang dijelaskan oleh guru.)				✓
2.	Students actively participate in group division. (Siswa secara aktif berpartisipasi dalam pembagian kelompok.)		✓		
3.	Students actively participate in group discussions to find answers.		✓		

	(Siswa secara aktif berpartisipasi dalam diskusi kelompok untuk menemukan jawaban.)				
4.	Students are able to answer questions within the specified duration. (Siswa dapat menjawab pertanyaan dalam durasi yang ditentukan.)			✓	
5.	Students are able to answer questions appropriately. (Siswa mampu menjawab pertanyaan dengan tepat.)			✓	
6.	Students are able to understanding English vocabulary well. (Siswa mampu memahami kosakata bahasa inggris dengan baik.)			✓	
7.	Students are able to read English vocabulary well. (Siswa mampu membaca kosakata Bahasa inggris dengan baik.)		✓		
8.	Students are able to pronounce English vocabulary well. (Siswa mampu mengucapkan kosakata Bahasa inggris dengan baik.)			✓	
9.	Students are able to write English vocabulary well. (Siswa mampu menulis kosakata Bahasa inggris dengan baik.)			✓	
10.	Students are able to use English vocabulary in writing simple sentences. (Siswa mampu menggunakan kosakata Bahasa inggris dalam menulis kalimat sederhana.)		✓		
11.	Students respond positively to the feedback given by the teacher. (Siswa merespon secara positif umpan balik yang diberikan oleh guru.)			✓	

30

Good

Scoring Calculations:

1. Total indicators: 11 aspects
1. Maximum score per indicator: 4
2. Maximum total score: 44

Assessment Categories:

- a) 37-44: Good
- b) 23-36: Sufficient
- c) 11-22: Poor

Appendix 2: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING JEOPARDY GAME IN TEACHING VOABULARY

A. Respondent Identity

Name : Nurhamilawaty
Employee ID :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic University of Ahmad Dahlan Sinjai. This is an experimental study aimed at determining the effectiveness of jeopardy game in teaching vocabulary.
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: 4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.

C. Observation Aspects

No	Observerd Aspects	Assesment			
		1	2	3	4
1	Teacher opened the lesson with a greeting. (Guru membuka pelajaran dengan salam.)				✓
2	Teacher and students pray together before starting the lesson. (Guru dan siswa berdoa bersama sebelum memulai pelajaran.)			✓	
3	Teacher checks the students' attendance. (Guru memeriksa kehadiran siswa.)				✓
4	Teacher prepares learning tools needed for learning activities. (Guru mempersiapkan alat pembelajaran yang dibutuhkan untuk kegiatan pembelajaran.)				✓
5	Teacher explains vocabulary related to the game. (Guru menjelaskan kosakata yang berhubungan dengan permainan.)				✓
6	Teacher writes the material on the blackboard.				✓

	(Guru menulis materi di papan tulis.)					
7	Teacher introduced the game Jeopardy. (Guru memperkenalkan permainan Jeopardy.)					✓
8	Teacher explains the purpose and benefits of the game Jeopardy. (Guru menjelaskan tujuan dan manfaat permainan Jeopardy.)			✓		
9	Teacher divided the students into 4 groups. (Guru membagi siswa menjadi 4 kelompok.)					✓
10	Teacher explains the rules in the process of playing Jeopardy. (Guru menjelaskan aturan dalam proses bermain Jeopardy.)					✓
11	Teacher uses technology devices in the learning process. (Guru menggunakan perangkat teknologi dalam pembelajaran.)					✓
12	Teacher invites the fastest group to raise their hands to start the Jeopardy game. (Guru mempersilakan kelompok yang paling cepat mengangkat tangan untuk memulai permainan Jeopardy.)					✓
13	The selected group chooses the category and point value. (Kelompok yang terpilih memilih kategori dan nilai poin.)					✓
14	The student discusses with their group mate regarding the answer they believe to be correct. (Siswa berdiskusi dengan teman kelompok mengenai jawaban yang mereka yakini benar.)			✓		
15	If the group answers correctly, they will receive points according to the chosen value. If incorrect, the opportunity will pass to another group. (Jika kelompok menjawab dengan benar, mereka akan menerima poin sesuai dengan nilai yang dipilih. Jika salah, kesempatan akan diberikan kepada kelompok lain.)					✓
16	Teacher evaluates the student's incorrect or less accurate answers. (Guru mengevaluasi jawaban siswa yang salah atau kurang akurat.)					✓
17	The Jeopardy game continues until all the question boxes are answered or until the learning time is over.					✓

	(Permainan Jeopardy terus berlanjut hingga semua kotak pertanyaan terjawab atau hingga waktu pembelajaran selesai.)				
18	Teacher determines the winning group. (Guru menentukan kelompok yang menang.)				✓
19	Teacher provided feedback regarding vocabulary that the students did not understand. (Guru memberikan umpan balik mengenai kosakata yang tidak dimengerti oleh siswa.)				✓
20	Teacher closes the lesson. (Guru menutup pelajaran.)				✓

77

Very Good

Scoring Calculation

1. Total indicators: 20 aspects
2. Maximum score per indicator: 4
3. Maximum total score: 80

Assessment Categories

1. 70-80: Very Good
2. 55-69: Good
3. 40-54: Sufficient
4. 20-39: Poor

Example

If the score given for 20 aspects averages 3:

1. Total score: $20 \times 3 = 60$
2. Category: Good

Appendix 3: Student Response Questionnaire Sheet



STUDENT RESPONSE QUESTIONNAIRE ON JEOPARDY GAME IN TEACHING VOCABULARY

A. Respondent Identity

Name : *Muh. alga29h*

Class : *5*

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic University of Ahmad Dahlan Sinjai. This is an experimental study aimed at determining the effectiveness of the *Jeopardy Game* in teaching vocabulary.
2. This questionnaire aims to find out students' responses to the effectiveness of Jeopardy game in teaching vocabulary.
3. Answer each statement by marking a check (✓) in the "Yes" or "No" column based on your response.
4. For statements (numbers 1–10), provide your response by placing a check mark (✓) in the appropriate column based on the following assessment criteria:
Yes = if the statement applies to you / you agree,
No = if the statement does not apply to you / you disagree.
5. For statements (numbers 11–20), provide your response by placing a check mark (✓) in the appropriate column based on the following assessment criteria:
Yes = if the statement does not apply to you / you disagree,
No = if the statement applies to you / you agree.

C. Observation Aspects

No	Observerd Aspects	Assesment	
		Yes	No
1	Permainan Jeopardy dapat meningkatkan partisipasi saya dalam pembelajaran (The Jeopardy game can enhance my active participation in learning)	✓	

2	Permainan Jeopardy efektif dan menyenangkan untuk saya belajar kosakata (The Jeopardy game is effective for me to learn vocabulary)	✓	
3	Permainan Jeopardy dapat mendorong kerja sama dalam tim (The Jeopardy game can encourage teamwork)	✓	
4	Permainan Jeopardy dapat membuat saya mengetahui makna kosakata bahasa inggris dengan baik (Jeopardy game can make me know the meaning of English vocabulary well)	✓	
5	Permainan Jeopardy dapat membuat saya membaca kosakata bahasa inggris dengan baik (Jeopardy game can make me read English vocabulary well)	✓	
6	Permainan Jeopardy dapat membuat saya menulis kosakata bahasa inggris dengan baik (Jeopardy game can make me write English vocabulary well)	✓	
7	Permainan Jeopardy dapat membuat saya mengucapkan kosakata bahasa inggris dengan baik (Jeopardy game can make me pronounce English vocabulary well)	✓	
8	Permainan Jeopardy dapat membuat saya menulis kalimat sederhana dalam Bahasa inggris dengan baik (Jeopardy game can make me write simple sentences in English well)		✓
9	Permainan Jeopardy dapat mengembangkan kemampuan komunikasi saya (The game Jeopardy can develop my communication skills)	✓	
10	Umpan balik langsung yang diberikan setelah setiap jawaban membantu saya memahami kemampuan dan kelemahan saya dalam memahami kosakata (Immediate feedback provided after each answer helps me understand my strengths and weaknesses in vocabulary comprehension)	✓	
11	Permainan Jeopardy memakan waktu yang cukup lama karena saya tidak dapat menjawab menjawab dengan cepat (The game of Jeopardy takes quite a long time because I can't answer quickly)		✓
12	Soal yang diberikan sulit sehingga membuat saya		✓

	kurang percaya diri (The questions given were difficult, which made me less confident)		
13	Permainan Jeopardy cenderung menekankan pada mengingat dan menghafal kosakata (The game Jeopardy tends to emphasize remembering and memorizing vocabulary)		✓
14	Soal dalam permainan Jeopardy terkadang memiliki tingkat kesulitan yang terlalu tinggi atau rendah bagi saya (Questions in Jeopardy game sometimes have a difficulty level that is too high or low for me)		✓
15	Dalam beberapa kelompok, hanya siswa tertentu yang percaya diri dapat menjawab pertanyaan (In some groups, only certain confident students can answer the questions)		✓
16	Permainan Jeopardy dapat mengakibatkan pembagian partisipasi yang tidak adil (The game of Jeopardy can result in an unfair distribution of participation)		✓
17	Permainan Jeopardy dapat menyebabkan stres bagi saya sehingga dapat menghambat proses belajar (The game Jeopardy can cause me stress, which can hinder the learning process)		✓
18	Permainan Jeopardy dapat menyebabkan kecemasan bagi saya sehingga dapat menghambat proses belajar (The game Jeopardy can cause anxiety for me, which can hinder the learning process)		✓
19	Permainan Jeopardy dapat membuat saya merasa tertantang dalam pembelajaran (The game Jeopardy can make me feel challenged in learning)		✓
20	Permainan Jeopardy lebih berfokus pada pemerolehan nilai sehingga tidak memberikan gambaran lengkap terhadap materi yang sedang dipelajari (The Jeopardy game focuses more on scoring points, so it does not provide a complete picture of the material being studied)		✓

(19)

Category: Very Enjoyable

Assessment Guidelines (Positive)

1. Yes = 1
2. No = 0

Assessment Guidelines (Negative)

3. Yes = 0
4. No = 1

Score Calculation

1. Number of Aspects: 20 aspects
2. Maximum Score : 20

Assessment Categories:

1. 15-20: Very Enjoyable (*Sangat Menyenangkan*)
2. 10-15: Enjoyable (*Menyenangkan*)
3. 5-10: Quite Pleasant (*Cukup Menyenangkan*)
4. 0-5: Less Enjoyable (*Kurang Menyenangkan*)

Example:

If the student answers Yes to 15 statements:

Total Score = 15

Category = Enjoyable (*Menyenangkan*)

Appendix 4: Research Instrument Grids

No	Aspect	Indicators	Question items
1	Interpreting vocabulary	Students are able to know the meaning of English vocabulary of animals, body parts, hobbies, and ordinal numbers effectively.	4
2	Reading Vocabulary	Students are able to read English vocabulary of animals, body parts, occupations and ordinal numbers accurately.	4
3	Pronouncing Vocabulary	Students are able to mention animal English vocabulary, body parts, hobbies, and sequential numbers fluently.	4
4	Writing Vocabulary	Students are able to write vocabulary of body parts, hobbies, jobs and ordinal numbers quickly and accurately.	4
5	Using vocabulary in learning	Students can apply English vocabulary of body parts, hobbies, occupations and ordinal numbers in writing simple sentences.	4

Total number of questions: 20 questions

Appendix 5: Pre-Test and Post-Test Sheet



SOAL PRETEST

PERMAINAN JEOPARDY DALAM PEMBELAJARAN KOSAKATA BAHASA
INGGRIS SISWA

Name : muhammad gazi
Class : 5
Time : 07:30 - 09:15

46

- Choose the correct word that matches the picture!
(Pilih kata yang tepat yang sesuai dengan gambar!)



☒ a. Duck X O

b. Goose

c. Sheep

d. Hen
- Kata dalam bahasa Inggris untuk "siku" adalah...

a. Knee

☒ b. Elbow ✓ S

c. Shoulder

d. Eyes
- Apa arti kata "gardening" dalam bahasa Indonesia?

☒ a. Melukis X O

b. Berkebun

c. Menari

d. Memasak

4. Urutan ke-5 dalam bahasa Inggris disebut...

- a. Fifty
- b. Fifteen
- c. Fifth
- d. Five

✓ 5

Read the words aloud to your teacher!

(Bacalah kata-kata tersebut dengan keras kepada gurumu!)

- 5. Farmer (Petani) |
- 6. Giraffe (Jerapah) |
- 7. Mouth (Mulut) |
- 8. First (Pertama) }

Pronounce the following words aloud to your teacher! Your teacher will assess your pronunciation!

(Ucapkan kata-kata berikut dengan keras kepada guru Anda! Guru Anda akan menilai pengucapan Anda!)

- 9. Elephant (Gajah) |
- 10. Forehead (Dahi) }
- 11. Cycling (Bersepeda) |
- 12. Third (Ketiga) }

Fill in the blanks with the correct correctly!

(Isi bagian yang kosong dengan kata yang benar!)

- 13. "I have long hair." (rambut) }
- (Saya mempunyai rambut yang panjang)
- 14. "Vita likes playing ____." (bola basket) basket ball }
- (Vita suka bermain bola basket)
- 15. "When Anisa grows up, she wants to be a nurse." (perawat) }
- (Ketika Anisa dewasa, dia ingin menjadi seorang perawat)
- 16. "The ____ lesson today is English." (kedua) second }
- (Pelajaran kedua hari ini adalah bahasa Inggris.)

Write a simple sentence using the word below!

(Tulis sebuah kalimat sederhana menggunakan kata dibawah!)

- 17. Fifth grade (Fifth grade) ai fifth grade }
- 18. Police (Polisi) police |
- 19. Fishing (Memancing) ai i like fishing }
- 20. Ears (Telinga) ai her ears }



SOAL POSTTEST

 PERMAINAN JEOPARDY DALAM PEMBELAJARAN KOSAKATA BAHASA
 INGGRIS SISWA

Name : Muhai-gaZali
 Class : 5
 Time : 07:30-09:15

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1. Choose the correct word that matches the picture!

(Pilih kata yang tepat yang sesuai dengan gambar!)



- a. Duck
 (b) Goose
 c. Sheep
 d. Hen

✓ 5

2. Kata dalam bahasa Inggris untuk "siku" adalah...

- a. Knee
 (b) Elbow
 c. Shoulder
 d. Eyes

✓ 5

3. Apa arti kata "gardening" dalam bahasa Indonesia?

- a. Melukis
 (b) Berkebun
 c. Menari
 d. Memasak

✓ 5

4. Urutan ke-5 dalam bahasa Inggris disebut...

- a. Fifty
- b. Fifteen
- c. Fifth
- d. Five

Read the words aloud to your teacher!

(Bacalah kata-kata tersebut dengan keras kepada gurumu!)

- 5. Farmer (Petani)
- 6. Giraffe (Jerapah)
- 7. Mouth (Mulut)
- 8. First (Pertama)

Pronounce the following words aloud to your teacher! Your teacher will assess your pronunciation!

(Ucapkan kata-kata berikut dengan keras kepada guru Anda! Guru Anda akan menilai pengucapan Anda!)

- 9. Elephant (Gajah)
- 10. Forehead (Dahi)
- 11. Cycling (Bersepeda)
- 12. Third (Ketiga)

Fill in the blanks with the correct correctly!

(Isi bagian yang kosong dengan kata yang benar!)

- 13. "I have long hair" (rambut)
- (Saya mempunyai rambut yang panjang)
- 14. "Vita likes playing basketball" (bola basket)
- (Vita suka bermain bola basket)
- 15. "When Anisa grows up, she wants to be a nurse" (perawat)
- (Ketika Anisa dewasa, dia ingin menjadi seorang perawat)
- 16. "The second lesson today is English." (kedua)
- (Pelajaran kedua hari ini adalah bahasa Inggris.)

Write a simple sentence using the word below!

(Tulis sebuah kalimat sederhana menggunakan kata dibawah!)

- 17. Fifth grade (Fifth grade) I am fifth grade
- 18. Police (Polisi) my father is a police
- 19. Fishing (Memancing) I like fishing
- 20. Ears (Telinga) I have two ears

Appendix 6: Answer Key

No	Question	Answer	Assessment Score
1	Pilih kata yang tepat yang sesuai dengan gambar!	b. Goose	If the answer is correct= 5 If the answer is incorrect= 0
2	Kata dalam Bahasa Inggris untuk "siku" adalah...	b. Elbow	If the answer is correct= 5 If the answer is incorrect= 0
3	Apa arti kata "gardening" dalam bahasa Indonesia?	b. Berkebun	If the answer is correct= 5 If the answer is incorrect= 0
4	Urutan ke-5 dalam bahasa Inggris disebut...	c. Fifth	If the answer is correct= 5 If the answer is incorrect= 0
5	Farmer (Petani)	/'fɑ:r.mə/	If reading vocabulary accurately=5 If reading vocabulary is not accurate=3 If reading vocabulary is inaccurate=1
6	Giraffe (Jerapah)	/dʒɪ'ræf/	If reading vocabulary accurately=5 If reading vocabulary is not accurate=3 If reading vocabulary is inaccurate=1
7	Mouth (Mulut)	/maʊθ/	If reading vocabulary accurately=5 If reading vocabulary is not accurate=3 If reading vocabulary is inaccurate=1
8	First (Pertama)	/fɜ:rst/	If reading vocabulary accurately=5 If reading vocabulary is not accurate=3

			If reading vocabulary is inaccurate=1
9	Elephant (Gajah)	/'ɛlɪfənt/	If pronounce the vocabulary correctly=5 If the vocabulary is not pronounced=3 If pronounce the vocabulary incorrectly=1
10	Forehead (Dahi)	/'fɔːr.hed/	If pronounce the vocabulary correctly=5 If the vocabulary is not pronounced=3 If pronounce the vocabulary incorrectly=1
11	Cycling (Bersepeda)	/'saɪ.klɪŋ/	If you pronounce the vocabulary correctly=5 If the vocabulary is not pronounced=3 If pronounce the vocabulary incorrectly=1
12	Third (Ketiga)	/θɜːrd/	If pronounce the vocabulary correctly=5 If the vocabulary is not pronounced=3 If pronounce the vocabulary incorrectly=1
13	"I have thick ____." (rambut)	Hair	If writing vocabulary accurately=5 If writing vocabulary is not accurate=3 If writing vocabulary is

			inaccurate=1
14	"Vita likes playing ____." (bola basket)	Basketball	If writing vocabulary accurately=5 If writing vocabulary is not accurate=3 If writing vocabulary is inaccurate=1
15	"When Anisa grows up, she wants to be a ____." (perawat)	Nurse	If writing vocabulary accurately=5 If writing vocabulary is not accurate=3 If writing vocabulary is inaccurate=1
16	"The ____ lesson today is English." (kedua)	Second	If you write vocabulary accurately=5 If writing vocabulary is not accurate=3 If writing vocabulary is inaccurate=1
17	Fifth grade (Kelas lima)	I am in fifth grade at school	If the grammar and spelling are correct so that the sentence is clear and easy to understand=5 If there are a few mistakes, but the sentence is still easy to understand=3 If there are many errors so that the sentence is difficult to understand=1
18	Police (Polisi)	I want to be a police	If the grammar and spelling are correct so that the sentence is clear and easy to understand=5 If there are a few mistakes, but the sentence is still easy to

			understand=3 If there are many errors so that the sentence is difficult to understand=1
19	Fishing (Memancing)	My hobby is fishing/ I like fishing	If the grammar and spelling are correct so that the sentence is clear and easy to understand=5 If there are a few mistakes, but the sentence is still easy to understand=3 If there are many errors so that the sentence is difficult to understand=1
20	Ears (Telinga)	I have two ears to hear/ I can hear with ears	If the grammar and spelling are correct so that the sentence is clear and easy to understand=5 If there are a few mistakes, but the sentence is still easy to understand=3 If there are many errors so that the sentence is difficult to understand=1

Skor Maksimal= 100

$$\text{Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

Appendix 7: Teaching Module

TEACHING MODULE

Using Jeopardy Game in Teaching Vocabulary

I. MODULE IDENTIFICATION

Author	:	Milna Rahayunianti
School	:	SD Negeri 65 Kompang
Grade / Phase	:	V (Five)/ C
Subject	:	English
Time Allocation	:	1 x 35 Minute per session
Year of Preparation	:	20245
Element	:	Vocabulary

II. MODULE DESCRIPTION

- Understand common vocabulary in simple sentences.
- Able to use vocabulary to explain daily activities.
- Create and deliver sentences using vocabulary.

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile, which include: 1) Have faith, fear of God Almighty, and have noble character. 2) Global Diversity, 3) Cooperative, 4) Independence, 5) Critical Thinking, 6) Creative.

IV. FACILITIES AND RESOURCES

1. Classroom
2. Laptop
3. LCD Proyektor
4. Powerpoint
5. Stopwatch
6. Student Worksheets
7. Whiteboard and Spidol

V. STUDENT TARGET

Fifth-grade students

VI. LEARNING MODEL

This teaching module employs a Game-Based Learning (GBL) approach.

CORE COMPONENTS

I. LEARNING OBJECTIVES

1. Afektif: Students can understand the vocabulary correctly.
2. Kognitif: Students can read and pronounce the vocabulary correctly.
3. Psikomotorik: Students are able to write and use vocabulary in simple sentences.

II. MEANINGFUL UNDERSTANDING

The Jeopardy game helps students understand and remember vocabulary in an interactive and fun way.

III. ESSENTIAL QUESTIONS

1. What is a Jeopardy Game?
2. How to play it?

IV. LEARNING ACTIVITIES

Meeting	Activity	Duration	Activities
Meeting 1 (Pre-test)	Preliminary Activities	10 Minutes	1. Teacher starts the class with a greeting 2. Teacher and students pray together 3. Teacher checks the students' attendance 4. Teacher asks questions related to the lesson learnt the previous week
	Core Activities	20 Minutes	1. Teacher gives the pre-test question sheet

			- Teacher explains the purpose of how to answer the pre-test questions - Teacher guides students in working on the pretest questions given - Teacher collects the pretest question sheets that have been done by students
	Closing Activities	5 Minutes	- Teacher explains the material to be learnt in the next meeting - Teacher closes the class with a greeting
Meeting	Activity	Duration	Activities
Meeting 2 (Ability & Frequency Material)	Preliminary Activities	5 Minutes	- Teacher starts the class with a greeting - Teacher and students pray together - Teacher checks the students' attendance - Teacher gives ice breaking
	Core Activities	25 Minutes	- Teacher presents the material using powerpoint - Students read the vocabulary material - Students make simple sentences from the vocabulary - Teacher assesses the

			sentences made by the students
	Closing Activities	5 Minutes	1. Teacher gives feedback related to the learning material 2. Teacher closes the lesson with a greeting
Meeting	Activity	Duration	Activities
Meeting 3 (Holiday Experience Material)	Preliminary Activities	5 Minutes	1. Teacher starts the class with a greeting 2. Teacher and students pray together 3. Teacher checks the students' attendance 4. Teacher gives ice breaking
	Core Activities	25 Minutes	1. Teacher presents the material using powerpoint 2. Students read the vocabulary material 3. Students make simple sentences from the vocabulary 4. Teacher assesses the sentences made by the students
	Closing Activities	5 Minutes	1. Teacher gives feedback related to the learning material 2. Teacher closes the lesson with a greeting

Meeting	Activity	Duration	Activities
Meeting 4 (Jeopardy Game)	Preliminary Activities	10 Minutes	1. Teacher starts the class with a greeting 2. Teacher and students pray together 3. Teacher checks the students' attendance 4. Teacher prepares the jeopardy game equipment 5. Teacher introduces the Jeopardy game
	Core Activities	20 Minutes	1. Teacher divides the students into 4 groups 2. Teacher explains how and the rules of the jeopardy game, which is not allowed to open the dictionary, must raise your hand quickly to answer, discuss with group mates to find answers and are given 1-2 minutes to discuss the answers. 3. Application of the game: ▪ The first group to raise their hands quickly is given the opportunity to choose the value and category of the question to be answered. ▪ The selected group is given 1-2 minutes to discuss with

			group mates to determine the answer that is believed to be correct. ▪ If the answer is correct, the group gets points according to what has been chosen and chooses again to answer ▪ If you can't answer, it will be thrown to another group that raises their hands quickly. 5. Students write down all the vocabulary that has been answered 6. Teacher leads the game
	Closing Activities	5 Minutes	1. Teacher gives feedback on each answer answered by the group 2. Teacher ends the game and closes the lesson with a greeting
Meeting	Activity	Duration	Activities
Meeting 5 (Jeopardy Game)	Preliminary Activities	5 Minutes	1. Teacher starts the class with a greeting 2. Teacher and students pray together 3. Teacher checks the students' attendance 4. Teacher prepares the

			jeopardy game equipment
	Core Activities	25 Minutes	1. Students join their previous group mates 2. The game is continued like the previous meeting 3. The game is carried out until getting the group with the most points 4. Students write all the vocabulary that has been answered 5. Teacher determines the winning group
	Closing Activities	5 Minutes	1. Teacher gives feedback on each answer answered by the group 2. Teacher ends the game and closes the lesson with a greeting
Meeting	Activity	Duration	Activities
Meeting 6 (Post-test)	Preliminary Activities	5 Minutes	1. Teacher starts the class with a greeting 2. Teacher and students pray together 3. Teacher checks the students' attendance 4. Teacher asks questions related to last week's lesson material that has used jeopardy game

	Core Activities	25 Minutes	1. Teacher gives a pre-test sheet to measure vocabulary learning outcomes using the Jeopardy game 2. Teacher collects the pre-test sheets that have been answered by the students
	Closing Activities	5 Minutes	1. Teacher expresses appreciation for participating in the lesson 2. Teacher closes the lesson with greetings

V. LEARNING ASSESSMENT

Assessment Aspects:	1. Active Participation: Observing students during the activity. 2. Vocabulary Mastery: Using pre-test and post-test activity. 3. Teamwork: Observing group dynamics during the game.
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Appendix 8: Respondents

N0	L/P	NAME
1	L	AAN EFENDI
2	P	AINA HAMDA SAAKIA
3	P	ALULA FARZANA AZIZ
4	L	ARHAM
5	P	FAHLIA
6	P	MIRANDA
7	L	MUH. ADITIA RIFKI
8	L	M. YUSUF
9	P	NAURA ALYA MAHFUZA
10	L	NURHAN ARKAF
11	P	NUR ISMITAHUL JANNAH
12	P	NYNY
13	P	RANA NURJANNAH
14	P	REZKY ALMER
15	P	RINA MARIANI
16	L	MUH. AL-GAZALI
17	P	WIDIA

Appendix 9: Result of Observation Sheet

Students Activity

Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	Skor Total
R1	3	4	3	3	3	1	3	3	3	4	3	33
R2	4	4	3	4	3	4	3	3	3	4	3	38
R3	4	3	2	3	4	3	2	3	2	3	1	30
R4	4	3	3	3	3	3	2	3	4	3	4	35
R5	3	3	1	2	2	2	2	2	3	4	3	27
R6	4	3	2	4	2	3	2	2	4	3	4	33
R7	4	4	3	3	3	3	4	3	4	4	4	39
R8	3	3	3	3	1	3	2	2	3	3	3	29
R9	4	3	2	3	3	3	3	4	4	3	4	36
R10	4	3	2	3	3	3	2	4	4	3	4	35
R11	4	2	2	3	3	3	3	3	4	3	2	32
R12	3	4	2	3	3	4	3	3	3	4	3	35
R13	4	3	2	3	4	3	3	3	4	4	4	37
R14	4	3	2	3	4	4	3	3	4	4	4	38
R15	4	4	4	4	3	4	2	3	3	4	3	38
R16	4	2	2	3	3	3	2	3	3	2	3	30
R17	4	4	3	4	3	3	2	3	4	4	4	38

Appendix 11:**Students Vocabulary Test Results**

N0	NAME	PRETEST	POSTTEST
1	AAN EFENDI	48	79
2	AINA HAMDIA SAKIA	16	57
3	ALULA FARZANA AZIZ	40	81
4	ARHAM	16	60
5	FAHLIA	38	78
6	MIRANDA	16	58
7	MUH. ADITIA RIFKI	26	72
8	M. YUSUF	34	73
9	NAURA ALYA MAHFUZA	16	68
10	NURHAN ARKAF	32	90
11	NUR ISMITAHUL JANNAH	26	85
12	NYNY	38	85
13	RANA NURJANNAH	16	53
14	REZKY ALMER	50	84
15	RINA MARIANI	34	86
16	MUH. AL-GAZALI	46	94
17	WIDIA	20	66

Appendix 12: The Output of SPSS

a. r Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

b. Student Activity Validity Test

Correlations												
	Statement1	Statement2	Statement3	Statement4	Statement5	Statement6	Statement7	Statement8	Statement9	Statement10	Statement11	ScoreTotal
Pearson	1	-.228	.130	.461	.529*	.427	.027	.454	.431	-.256	.198	.513*
Correlation												
Statement1												
Sig. (2-tailed)		.379	.619	.062	.029	.087	.918	.067	.084	.321	.446	.035
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	-.228	1	.575*	.408	.030	.096	.284	.040	-.133	.771**	.202	.560*
Correlation												
Statement2												
Sig. (2-tailed)	.379		.016	.104	.910	.713	.270	.879	.611	.000	.437	.020
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.130	.575*	1	.625**	-.069	.186	.041	.065	-.041	.240	.097	.501*
Correlation												
Statement3												
Sig. (2-tailed)	.619	.016		.007	.792	.474	.875	.804	.875	.354	.710	.041
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.461	.408	.625**	1	.028	.447	-.111	.038	.111	.111	.156	.551*
Correlation												
Statement4												
Sig. (2-tailed)	.062	.104	.007		.915	.072	.670	.886	.670	.670	.551	.022
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.529*	.030	-.069	.028	1	.230	.339	.593*	.063	.197	-.070	.485*
Correlation												
Statement5												
Sig. (2-tailed)	.029	.910	.792	.915		.374	.183	.012	.810	.449	.791	.048
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.427	.096	.186	.447	.230	1	.063	.159	.071	.071	.070	.494*
Correlation												
Statement6												
Sig. (2-tailed)	.087	.713	.474	.072	.374		.810	.541	.787	.787	.791	.044
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.027	.284	.041	-.111	.339	.063	1	.276	.283	.443	.160	.501*
Correlation												
Statement7												
Sig. (2-tailed)	.918	.270	.875	.670	.183	.810		.284	.271	.075	.541	.041
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.454	.040	.065	.038	.593*	.159	.276	1	.265	-.095	.171	.499*
Correlation												
Statement8												
Sig. (2-tailed)	.067	.879	.804	.886	.012	.541	.284		.304	.716	.511	.041
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.431	-.133	-.041	.111	.063	.071	.283	.265	1	.038	.784**	.509*
Correlation												
Statement9												
Sig. (2-tailed)	.084	.611	.875	.670	.810	.787	.271	.304		.886	.000	.037
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	-.256	.771**	.240	.111	.197	.071	.443	-.095	.038	1	.194	.509*
Correlation												
Statement10												
Sig. (2-tailed)	.321	.000	.354	.670	.449	.787	.075	.716	.886		.455	.037
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.198	.202	.097	.156	-.070	.070	.160	.171	.784**	.194	1	.552*
Correlation												
Statement11												
Sig. (2-tailed)	.446	.437	.710	.551	.791	.791	.541	.511	.000	.455		.022
N	17	17	17	17	17	17	17	17	17	17	17	17
Pearson	.513*	.560*	.501*	.551*	.485*	.494*	.501*	.499*	.509*	.509*	.552*	1
Correlation												
ScoreTotal												
Sig. (2-tailed)	.035	.020	.041	.022	.048	.044	.041	.041	.037	.037	.022	
N	17	17	17	17	17	17	17	17	17	17	17	17

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

[illegible]

	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	-.169	-.169	-.169	.789**	-.169	.433	-.203	.165	.433	1	.310	.433	.433	.433	.433	.433	1.000*	.433	.658**	.658**	.581*
Q10	Correlation																					
	Sig. (2-tailed)	.517	.517	.517	.000	.517	.082	.436	.527	.082		.226	.082	.082	.082	.082	.082	.000	.082	.004	.004	.014
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.190	.190	.190	.190	.190	.310	.107	.717**	.310	.310	1	.310	.310	.310	.310	.310	.310	.310	.471	.471	.592*
Q11	Correlation																					
	Sig. (2-tailed)	.464	.464	.464	.464	.464	.226	.683	.001	.226	.226		.226	.226	.226	.226	.226	.226	.226	.056	.056	.012
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	-.169	.310	-.169	.789**	.310	.433	.228	.566*	1.000**	.433	.310	1	.433	.433	.433	.433	.433	.433	.228	.228	.667**
Q12	Correlation																					
	Sig. (2-tailed)	.517	.226	.517	.000	.226	.082	.379	.018	.000	.082	.226		.082	.082	.082	.082	.082	.082	.379	.379	.003
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.310	-.169	.310	.310	-.169	1.000**	.228	.165	.433	.433	.310	.433	1	1.000**	.433	1.000**	.433	.433	.228	.228	.667**
Q13	Correlation																					
	Sig. (2-tailed)	.226	.517	.226	.226	.517	.000	.379	.527	.082	.082	.226	.082		.000	.082	.000	.082	.082	.379	.379	.003
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.310	-.169	.310	.310	-.169	1.000**	.228	.165	.433	.433	.310	.433	1.000**	1	.433	1.000**	.433	.433	.228	.228	.667**
Q14	Correlation																					
	Sig. (2-tailed)	.226	.517	.226	.226	.517	.000	.379	.527	.082	.082	.226	.082	.000		.082	.000	.082	.082	.379	.379	.003
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.310	.310	.310	.310	.310	.433	.228	.165	.433	.433	.310	.433	.433	.433	1	.433	.433	1.000**	.228	.228	.667**
Q15	Correlation																					
	Sig. (2-tailed)	.226	.226	.226	.226	.226	.082	.379	.527	.082	.082	.226	.082	.082	.082		.082	.082	.000	.379	.379	.003
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.310	-.169	.310	.310	-.169	1.000**	.228	.165	.433	.433	.310	.433	1.000**	1.000**	.433	1	.433	.433	.228	.228	.667**
Q16	Correlation																					
	Sig. (2-tailed)	.226	.517	.226	.226	.517	.000	.379	.527	.082	.082	.226	.082	.000	.000	.082		.082	.082	.379	.379	.003
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	-.169	-.169	-.169	.789**	-.169	.433	-.203	.165	.433	1.000**	.310	.433	.433	.433	.433	.433	1	.433	.658**	.658**	.581*
Q17	Correlation																					
	Sig. (2-tailed)	.517	.517	.517	.000	.517	.082	.436	.527	.082	.000	.226	.082	.082	.082	.082	.082		.082	.004	.004	.014
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.310	.310	.310	.310	.310	.433	.228	.165	.433	.433	.310	.433	.433	.433	1.000**	.433	.433	1	.228	.228	.667**
Q18	Correlation																					
	Sig. (2-tailed)	.226	.226	.226	.226	.226	.082	.379	.527	.082	.082	.226	.082	.082	.082	.000	.082	.082		.379	.379	.003
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.107	.107	.107	.471	.107	.228	.019	.251	.228	.658**	.471	.228	.228	.228	.228	.228	.658**	.228	1	.673**	.557*
Q19	Correlation																					
	Sig. (2-tailed)	.683	.683	.683	.056	.683	.379	.942	.332	.379	.004	.056	.379	.379	.379	.379	.379	.004	.379		.003	.020

Q20	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.107	.107	.107	.471	.107	.228	.019	.251	.228	.658**	.471	.228	.228	.228	.228	.228	.658**	.228	.673**	1	.557*
	Correlation																					
	Sig. (2-tailed)	.683	.683	.683	.056	.683	.379	.942	.332	.379	.004	.056	.379	.379	.379	.379	.379	.004	.379	.003		.020
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
	Pearson	.483*	.483*	.483*	.628**	.483*	.667**	.557*	.541*	.667**	.581*	.592*	.667**	.667**	.667**	.667**	.667**	.581*	.667**	.557*	.557*	1
ScoreTotal	Correlation																					
	Sig. (2-tailed)	.050	.050	.050	.007	.050	.003	.020	.025	.003	.014	.012	.003	.003	.003	.003	.003	.014	.003	.020	.020	
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

d. Test Sheet Validity Test (Pre-Test)

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	ScoreTotal
Q1	Pearson Correlation	1	.494 ⁺	.789 ⁺⁺	.436	.566 ⁺	.165	.165	-.236	.165	-.236	.165	-.203	.310	.433	.310	.022	-.306	.165	.433	.112	.586 ⁺
	Sig. (2-tailed)		.044	.000	.080	.018	.527	.527	.362	.527	.362	.527	.436	.226	.082	.226	.935	.233	.527	.082	.668	.013
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q2	Pearson Correlation	.494 ⁺	1	.304	.883 ⁺⁺⁺	.334	-.207	-.207	-.207	-.207	-.207	-.207	-.119	.304	.494 ⁺	.304	.044	-.118	-.207	.494 ⁺	-.030	.495 ⁺
	Sig. (2-tailed)	.044		.236	.000	.191	.426	.426	.426	.426	.426	.426	.648	.236	.044	.236	.868	.653	.426	.044	.908	.044
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q3	Pearson Correlation	.789 ⁺⁺	.304	1	.553 ⁺	.378	.040	.040	-.299	.040	-.299	.040	-.257	.190	.310	.190	.182	-.074	.378	.310	.304	.546 ⁺
	Sig. (2-tailed)	.000	.236		.021	.134	.879	.879	.244	.879	.244	.879	.320	.464	.226	.464	.485	.778	.134	.226	.236	.023
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q4	Pearson Correlation	.436	.883 ⁺⁺⁺	.553 ⁺	1	.247	-.278	-.278	-.278	-.278	-.278	-.278	-.182	.240	.436	.240	.169	.029	-.015	.436	.132	.520 ⁺
	Sig. (2-tailed)	.080	.000	.021		.339	.280	.280	.280	.280	.280	.280	.484	.354	.080	.354	.517	.913	.953	.080	.612	.033
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q5	Pearson Correlation	.566 ⁺	.334	.378	.247	1	.433	.433	.150	.433	.150	.433	-.054	.040	.165	.040	.426	.247	.150	.165	.064	.586 ⁺
	Sig. (2-tailed)	.018	.191	.134	.339		.082	.082	.566	.082	.566	.082	.838	.879	.527	.879	.088	.339	.566	.527	.808	.013
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q6	Pearson Correlation	.165	-.207	.040	-.278	.433	1	1.000 ⁺⁺⁺	.717 ⁺⁺	.717 ⁺⁺	.717 ⁺⁺	.717 ⁺⁺	.555 ⁺	.378	.165	.378	.167	.509 ⁺	.433	-.236	.064	.520 ⁺
	Sig. (2-tailed)	.527	.426	.879	.280	.082		.000	.001	.001	.001	.001	.021	.134	.527	.134	.521	.037	.082	.362	.808	.032
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q7	Pearson Correlation	.165	-.207	.040	-.278	.433	1.000 ⁺⁺⁺	1	.717 ⁺⁺	.717 ⁺⁺	.717 ⁺⁺	.717 ⁺⁺	.555 ⁺	.378	.165	.378	.167	.509 ⁺	.433	-.236	.064	.520 ⁺
	Sig. (2-tailed)	.527	.426	.879	.280	.082	.000		.001	.001	.001	.001	.021	.134	.527	.134	.521	.037	.082	.362	.808	.032
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q8	Pearson Correlation	-.236	-.207	-.299	-.278	.150	.717 ⁺⁺	.717 ⁺⁺	1	.717 ⁺⁺	1.000 ⁺⁺⁺	.717 ⁺⁺	.859 ⁺⁺	.378	.165	.378	.426	.772 ⁺⁺	.433	.165	.334	.498 ⁺
	Sig. (2-tailed)	.362	.426	.244	.280	.566	.001	.001		.001	.000	.001	.000	.134	.527	.134	.088	.000	.082	.527	.191	.042
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q9	Pearson Correlation	.165	-.207	.040	-.278	.433	.717 ⁺⁺	.717 ⁺⁺	.717 ⁺⁺	1	.717 ⁺⁺	1.000 ⁺⁺⁺	.555 ⁺	.040	-.236	.040	.426	.509 ⁺	.717 ⁺⁺	.165	.334	.542 ⁺
	Sig. (2-tailed)	.527	.426	.879	.280	.082	.001	.001	.001		.001	.000	.021	.879	.362	.879	.088	.037	.001	.527	.191	.025
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q10	Pearson Correlation	-.236	-.207	-.299	-.278	.150	.717 ⁺⁺	.717 ⁺⁺	1.000 ⁺⁺⁺	.717 ⁺⁺	1	.717 ⁺⁺	.859 ⁺⁺	.378	.165	.378	.426	.772 ⁺⁺	.433	.165	.334	.498 ⁺
	Sig. (2-tailed)	.362	.426	.244	.280	.566	.001	.001	.000	.001		.001	.000	.134	.527	.134	.088	.000	.082	.527	.191	.042
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q11	Pearson Correlation	.165	-.207	.040	-.278	.433	.717 ⁺⁺	.717 ⁺⁺	.717 ⁺⁺	1.000 ⁺⁺⁺	.717 ⁺⁺	1	.555 ⁺	.040	-.236	.040	.426	.509 ⁺	.717 ⁺⁺	.165	.334	.542 ⁺
	Sig. (2-tailed)	.527	.426	.879	.280	.082	.001	.001	.001	.000	.001		.021	.879	.362	.879	.088	.037	.001	.527	.191	.025
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q12	Pearson Correlation	-.203	-.119	-.257	-.182	-.054	.555 ⁺	.555 ⁺	.859 ⁺⁺	.555 ⁺	.859 ⁺⁺	.555 ⁺	1	.471	.228	.471	.311	.663 ⁺⁺	.555 ⁺	.228	.461	.489 ⁺
	Sig. (2-tailed)	.436	.648	.320	.484	.838	.021	.021	.000	.021	.000	.021		.056	.379	.056	.225	.004	.021	.379	.063	.046
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q13	Pearson Correlation	.310	.304	.190	.240	.040	.378	.378	.378	.040	.378	.040	.471	1	.789 ⁺⁺	1.000 ⁺⁺⁺	-.127	.240	.040	.310	-.019	.546 ⁺
	Sig. (2-tailed)	.226	.236	.464	.354	.879	.134	.134	.134	.879	.134	.879	.056		.000	.000	.626	.354	.879	.226	.942	.023
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Q14	Pearson Correlation	.433	.494 ⁺	.310	.436	.165	.165	.165	.165	-.236	.165	-.236	.228	.789 ⁺⁺	1	.789 ⁺⁺	.022	.065	-.236	.433	.112	.524 ⁺
	Sig. (2-tailed)	.082	.044	.226	.080	.527	.527	.527	.527	.362	.527	.362	.379	.000		.000	.935	.803	.362	.082	.668	.031
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17

Q15	Pearson Correlation	.310	.304	.190	.240	.040	.378	.378	.378	.040	.378	.040	.471	1.000*	.789**	1	-.127	.240	.040	.310	-.019	.546*
	Sig. (2-tailed)	.226	.236	.464	.354	.879	.134	.134	.134	.879	.134	.879	.056	.000	.000		.626	.354	.879	.226	.942	.023
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
Q16	Pearson Correlation	.022	.044	.182	.169	.426	.167	.167	.426	.426	.426	.311	-.127	.022	-.127	1	.648**	.426	.387	.783**	.531*	
	Sig. (2-tailed)	.935	.868	.485	.517	.088	.521	.521	.088	.088	.088	.225	.626	.935	.626		.005	.088	.125	.000	.028	
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
Q17	Pearson Correlation	-.306	-.118	-.074	.029	.247	.509*	.509*	.772**	.509*	.772**	.509*	.663**	.240	.065	.240	.648**	1	.509*	.065	.383	.520*
	Sig. (2-tailed)	.233	.653	.778	.913	.339	.037	.037	.000	.037	.000	.037	.004	.354	.803	.354	.005		.037	.803	.130	.033
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
Q18	Pearson Correlation	.165	-.207	.378	-.015	.150	.433	.433	.433	.717**	.433	.717**	.555*	.040	-.236	.040	.426	.509*	1	.165	.604*	.542*
	Sig. (2-tailed)	.527	.426	.134	.953	.566	.082	.082	.082	.001	.082	.001	.021	.879	.362	.879	.088	.037		.527	.010	.025
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
Q19	Pearson Correlation	.433	.494*	.310	.436	.165	-.236	-.236	.165	.165	.165	.228	.310	.433	.310	.387	.065	.165	1	.494*	.555*	
	Sig. (2-tailed)	.082	.044	.226	.080	.527	.362	.362	.527	.527	.527	.379	.226	.082	.226	.125	.803	.527		.044	.021	
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
Q20	Pearson Correlation	.112	-.030	.304	.132	.064	.064	.064	.334	.334	.334	.461	-.019	.112	-.019	.783**	.383	.604*	.494*	1	.495*	
	Sig. (2-tailed)	.668	.908	.236	.612	.808	.808	.808	.191	.191	.191	.063	.942	.668	.942	.000	.130	.010	.044		.044	
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
ScoreTotal	Pearson Correlation	.586*	.495*	.546*	.520*	.586*	.520*	.520*	.498*	.542*	.498*	.542*	.489*	.546*	.524*	.546*	.531*	.520*	.542*	.555*	.495*	1
	Sig. (2-tailed)	.013	.044	.023	.033	.013	.032	.032	.042	.025	.042	.025	.046	.023	.031	.023	.028	.033	.025	.021	.044	
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

e. Test Sheet Validity Test (Post-Test)

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	ScoreTotal
Q1	Pearson Correlation	1	.602**	.157	.457*	.617**	.528*	.634**	.502*	.634**	.653**	.617**	.646**	.502*	.653**	.584**	.674**	.617**	.584**	.646**	.617**	.520*
	Sig. (2-tailed)		.005	.509	.043	.004	.017	.003	.024	.003	.002	.004	.002	.024	.002	.007	.001	.004	.007	.002	.004	.032
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q2	Pearson Correlation	.602**	1	.513*	.395	.656**	.694**	.665**	.679**	.665**	.678**	.656**	.780**	.679**	.678**	.584**	.693**	.656**	.584**	.780**	.656**	.590*
	Sig. (2-tailed)	.005		.021	.085	.002	.001	.001	.001	.001	.001	.002	.000	.001	.001	.007	.001	.002	.007	.000	.002	.013
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q3	Pearson Correlation	.157	.513*	1	.290	.590**	.665**	.463*	.638**	.463*	.494*	.590**	.533*	.638**	.638**	.592**	.525*	.590**	.591**	.533*	.590**	.531*
	Sig. (2-tailed)	.509	.021		.215	.006	.001	.040	.002	.040	.027	.006	.016	.002	.002	.006	.017	.006	.006	.016	.006	.028
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q4	Pearson Correlation	.457*	.395	.290	1	.582**	.229	.501*	.288	.501*	.146	.271	.283	.288	.288	.124	.091	.271	.386	.411	.271	.536*
	Sig. (2-tailed)	.043	.085	.215		.007	.331	.025	.218	.025	.539	.248	.226	.218	.218	.602	.703	.248	.092	.072	.248	.027
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q5	Pearson Correlation	.617**	.656**	.590**	.582**	1	.696**	.749**	.720**	.749**	.720**	.786**	.732**	.720**	.719**	.754**	.696**	.786**	.754**	.732**	.786**	.564*
	Sig. (2-tailed)	.004	.002	.006	.007		.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.018
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q6	Pearson Correlation	.528*	.694**	.665**	.229	.696**	1	.831**	.873**	.741**	.786**	.697**	.723**	.873**	.786**	.769**	.747**	.697**	.689**	.724**	.697**	.536*
	Sig. (2-tailed)	.017	.001	.001	.331	.001		.000	.000	.000	.000	.001	.000	.000	.000	.000	.000	.001	.001	.000	.001	.027
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q7	Pearson Correlation	.634**	.665**	.463*	.501*	.749**	.831**	1	.678**	.903**	.771**	.749**	.669**	.678**	.677**	.698**	.650**	.749**	.784**	.753**	.749**	.518*
	Sig. (2-tailed)	.003	.001	.040	.025	.000	.000		.001	.000	.000	.000	.001	.001	.001	.001	.002	.000	.000	.000	.000	.033
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q8	Pearson Correlation	.502*	.679**	.638**	.288	.720**	.873**	.678**	1	.678**	.643**	.623**	.776**	1.000**	.821**	.734**	.786**	.623**	.733**	.776**	.623**	.487*
	Sig. (2-tailed)	.024	.001	.002	.218	.000	.000	.001		.001	.002	.003	.000	.000	.000	.000	.000	.003	.000	.000	.003	.047
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q9	Pearson Correlation	.634**	.665**	.463*	.501*	.749**	.741**	.903**	.678**	1	.771**	.749**	.669**	.678**	.770**	.698**	.650**	.749**	.784**	.753**	.749**	.518*
	Sig. (2-tailed)	.003	.001	.040	.025	.000	.000	.000	.001		.000	.000	.001	.001	.000	.001	.002	.000	.000	.000	.000	.033
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q10	Pearson Correlation	.653**	.678**	.494*	.146	.720**	.786**	.771**	.643**	.771**	1	.818**	.776**	.643**	.732**	.898**	.873**	.818**	.651**	.696**	.818**	.497*
	Sig. (2-tailed)	.002	.001	.027	.539	.000	.000	.000	.002	.000		.000	.000	.002	.000	.000	.000	.000	.002	.001	.000	.042
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q11	Pearson Correlation	.617**	.656**	.590**	.271	.786**	.697**	.749**	.623**	.749**	.818**	1	.733**	.623**	.622**	.845**	.791**	1.000**	.755**	.733**	1.000**	.541*
	Sig. (2-tailed)	.004	.002	.006	.248	.000	.001	.000	.003	.000	.000		.000	.003	.003	.000	.000	.000	.000	.000	.000	.025
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q12	Pearson Correlation	.646**	.780**	.533*	.283	.732**	.723**	.669**	.776**	.669**	.776**	.733**	1	.776**	.775**	.786**	.878**	.733**	.786**	.857**	.733**	.505*
	Sig. (2-tailed)	.002	.000	.016	.226	.000	.000	.001	.000	.001	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.039
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q13	Pearson Correlation	.502*	.679**	.638**	.288	.720**	.873**	.678**	1.000**	.678**	.643**	.623**	.776**	1	.821**	.734**	.786**	.623**	.733**	.776**	.623**	.487*

	Sig. (2-tailed)	.024	.001	.002	.218	.000	.000	.001	.000	.001	.002	.003	.000		.000	.000	.000	.003	.000	.000	.003	.047
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q14	Pearson Correlation	.653**	.678**	.638**	.288	.719**	.786**	.677**	.821**	.770**	.732**	.622**	.775**	.821**	1	.733**	.785**	.622**	.815**	.775**	.622**	.538*
	Sig. (2-tailed)	.002	.001	.002	.218	.000	.000	.001	.000	.000	.000	.003	.000	.000		.000	.000	.003	.000	.000	.003	.026
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q15	Pearson Correlation	.584**	.584**	.592**	.124	.754**	.769**	.698**	.734**	.698**	.898**	.845**	.786**	.734**	.733**	1	.929**	.845**	.772**	.639**	.845**	.496*
	Sig. (2-tailed)	.007	.007	.006	.602	.000	.000	.001	.000	.001	.000	.000	.000	.000	.000		.000	.000	.000	.002	.000	.043
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q16	Pearson Correlation	.674**	.693**	.525*	.091	.696**	.747**	.650**	.786**	.650**	.873**	.791**	.878**	.786**	.785**	.929**	1	.791**	.769**	.723**	.791**	.565*
	Sig. (2-tailed)	.001	.001	.017	.703	.001	.000	.002	.000	.002	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.018
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q17	Pearson Correlation	.617**	.656**	.590**	.271	.786**	.697**	.749**	.623**	.749**	.818**	1.000**	.733**	.623**	.622**	.845**	.791**	1	.755**	.733**	1.000**	.541*
	Sig. (2-tailed)	.004	.002	.006	.248	.000	.001	.000	.003	.000	.000	.000	.000	.003	.003	.000	.000		.000	.000	.000	.025
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q18	Pearson Correlation	.584**	.584**	.591**	.386	.754**	.689**	.784**	.733**	.784**	.651**	.755**	.786**	.733**	.815**	.772**	.769**	.755**	1	.786**	.755**	.516*
	Sig. (2-tailed)	.007	.007	.006	.092	.000	.001	.000	.000	.000	.002	.000	.000	.000	.000	.000	.000	.000		.000	.000	.034
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q19	Pearson Correlation	.646**	.780**	.533*	.411	.732**	.724**	.753**	.776**	.753**	.696**	.733**	.857**	.776**	.775**	.639**	.723**	.733**	.786**	1	.733**	.495*
	Sig. (2-tailed)	.002	.000	.016	.072	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	.002	.000	.000	.000		.000	.043
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
Q20	Pearson Correlation	.617**	.656**	.590**	.271	.786**	.697**	.749**	.623**	.749**	.818**	1.000**	.733**	.623**	.622**	.845**	.791**	1.000**	.755**	.733**	1	.541*
	Sig. (2-tailed)	.004	.002	.006	.248	.000	.001	.000	.003	.000	.000	.000	.000	.003	.003	.000	.000	.000	.000	.000	.000	.025
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	17
ScoreTo	Pearson Correlation	.520*	.590*	.531*	.536*	.564*	.536*	.518*	.487*	.518*	.497*	.541*	.505*	.487*	.538*	.496*	.565*	.541*	.516*	.495*	.541*	1
tal	Sig. (2-tailed)	.032	.013	.028	.027	.018	.027	.033	.047	.033	.042	.025	.039	.047	.026	.043	.018	.025	.034	.043	.025	
	N	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Appendix 13: Documentation

1. Pre-test



2. Treatment



3. Post-test



Appendix 14: Correspondences



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

SURAT KEPUTUSAN
NOMOR: 782.DI/III.3.AU/F/KEP/2024

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
- e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- f. Statuta Universitas Islam Ahmad Dahlan.

Memperhatikan :

Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

Menetapkan :

Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.

Pertama :

Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Suriati, M.Sos.I.	Sabaruddin, S.Pd., M.TESOL

untuk penulisan skripsi mahasiswa:

Nama : Milna Rahayunianti
NIM : 210110005
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang

Kedua :

Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.

Ketiga :

Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.

Keempat :

Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai
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**UAD**
ISLAM BERSAMA SUDHARMA**UNIVERSITAS ISLAM
AHMAD DAHLAN****FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,

Dr. Gakdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



**GUGUS INSTRUMEN PENELITIAN (GIP)
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

KETERANGAN VALIDITAS INSTRUMEN

Nomor: 005.G3.1/III.3.AU/A/2025

Gugus Instrumen Penelitian Fakultas Tarbiyah dan Ilmu Keguruan telah memvalidasi instrumen untuk keperluan penelitian yang berjudul:

"The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang"

Oleh peneliti:

Nama : Milna Rahayunianti

NIM : 210110005

Prodi : Tadris Bahasa Inggris

Setelah diperiksa secara teliti oleh Tim Validasi GIP, maka Instrumen Penelitian tersebut telah memenuhi:

Validitas Kontruk dan Validitas Isi

Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sinjai, 08 Februari 2025

Validator 1

Hariniwati, S.S., S.Pd., M.Pd

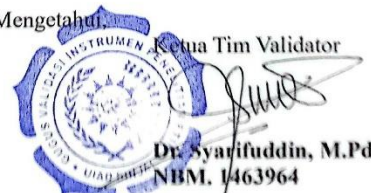
Validator 2

Dr. Syarifuddin, M.Pd.



Dr. Lakdir, M.Pd.I.
NBM. 1213495

Mengetahui,



Ketua Tim Validator
Dr. Syarifuddin, M.Pd.
NBM. 1463964



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 125.D1/III.3.AU/F/2025
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 18 Sya'ban 1446 H
17 Februari 2025 M

Kepada Yang Terhormat
Kepala Sekolah SD Negeri 65 Kompang
Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Milna Rahayunianti
NIM : 210110005
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang".

Schubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SD Negeri 65 Kompang**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dr. Lakdir, M.Pd.Iy.
NBM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan
2. Kepala Dinas Pendidikan Kabupaten Sinjai

PEMERINTAH KABUPATEN SINJAI
DINAS PENDIDIKAN
SD NEGERI NO 65 KOMPANG

Alamat : Bonto Desa Kompang Kec. Sinjai Tengah Kab. Sinjai Kode Pos: 92652 E-Mail:
sdneqeri65kompang@gmail.com

NPSN: 40304542

SURAT IZIN PENELITIAN

Nomor : 421.2/04. 04/SDN65

Yang bertanda tangan di bawah ini Kepala Sekolah Dasar Negeri No. 65 Kompang Kec.
Sinjai Tengah Kab. Sinjai Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	: Milna Rahayunianti
NIM	: 210110005
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (delapan)

Yang bersangkutan di atas diberikan izin untuk melakukan penelitian di SD Negeri No. 65
Kompang dalam rangka penyusunan skripsi dengan judul: "The Effectiveness of Jeopardy
Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang".

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Kompang, 26 Februari 2025
Kepala Sekolah,



MUHAMMAD BAHAR, S.Pd.
NIP. 19771208 200604 1 012



UAD UNIVERSITAS ISLAM
AHMAD DAHLAN

**GUGUS PENELITIAN DAN
PENGABDIAN
MASYARAKAT FTIK**

SURAT KETERANGAN
No. 020 /G1.1/III.3.AU/A/2025

Gugus Penelitian dan Pengabdian Masyarakat Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Universitas Islam Ahmad Dahlan menerangkan bahwa telah melakukan pemeriksaan Plagiasi
Skripsi menggunakan aplikasi Turnitin dengan rincian sebagai berikut:

Nama Mahasiswa : Milna Rahayunianti
Prodi : Tadris Bahasa Inggris
NIM : 210110005
Hari/Tanggal : Sabtu/ 31 Mei 2025
Judul : The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth
Grade Students of SD Negeri 65 Kompang
Similarity Indeks : 17%

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Ketua G12M,

Sabaruddin, S. Pd., M. Tesol
NBM. 1423790

BIOGRAPHY

Name : Milna Rahayunianti
 Reg. Number : 210110005
 Place/Date of Birth : Sinjai, 17 April 2003
 Address : Kompang, Central Sinjai District, Sinjai Regency
 Organizational Experiences :
 1. English Students Association (ESA)
 2. Muhammadiyah Student Association of FTIK (IMM FTIK)
 3. Student Information and Counseling Center of Ahmad Dahlan (PIKM AD)
 Educational Background :
 Elementary School : SDN 65 Kompang
 Junior High School : SMPN SATAP Karangko
 Senior High School : SMAN 13 Sinjai
 Phone Number : 082323348526
 Email : milnam202@gmail.com
 Parents' Name : Ambo Pame (Father)
 Yanti Ismail (Mother)



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**GUGUS PENELITIAN DAN
PENGABDIAN
MASYARAKAT FTIK**

SURAT KETERANGAN

No. 020 /G1.1/III.3.AU/A/2025

Gugus Penelitian dan Pengabdian Masyarakat Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Ahmad Dahlan menerangkan bahwa telah melakukan pemeriksaan Plagiasi Skripsi menggunakan aplikasi Turnitin dengan rincian sebagai berikut:

Nama Mahasiswa : Milna Rahayunianti
Prodi : Tadris Bahasa Inggris
NIM : 210110005
Hari/Tanggal : Sabtu/ 31 Mei 2025
Judul : The Effectiveness of Jeopardy Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 65 Kompang
Similarity Indeks : 17%

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Ketua GP2M,

Sabaruddin, S. Pd., M. Tesol
NBM. 1423790