**LAPORAN AKHIR**

**PENELITIAN**



# The Effect of Jeopardy Game toward Students' Vocabulary Mastery on Second Grade of SMAN 1 Bukit Sundi

**Tahun ke 1 dari rencana 1 tahun**

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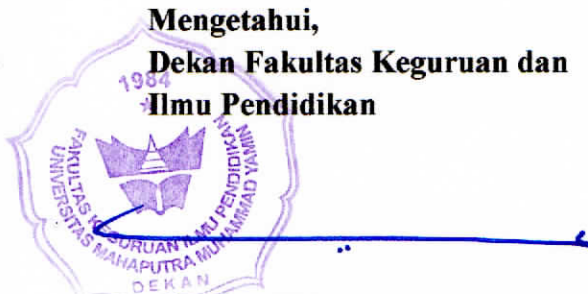
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# DAFTAR ISI

# RINGKASAN

Vocabulary is one of language aspects that should be mastered by the students in language learning. It has main role for the students in understanding and applying the four basic skills in language learning. Most of the teachers do not pay attention about media that they use in gaining students' vocabulary mastery.

This study aimed to find out whether the use of Jeopardy Game affected the students' vocabulary mastery or not. This study conducted a quasi experimental design. The subject of this study was comprised 186 students of second grade of SMAN 1 Bukit Sundi that divided into 6 classes. The instrument of this study was a vocabulary test. The experiment class was taught by using Jeopardy Game, while the control class by using Guessing Game.

The result of this research can be as useful input for the English teaching process especially related to students' vocabulary mastery. Moreover, the output of this research will be submitted on scientific publication journal in ELP (English Language Pedagogy).

Keywords: *Vocabulary Mastery, Jeopardy Game, Vocabulary*

# CHAPTER I
## INTRODUCTION

**A. Background of the Problem**

Vocabulary is one of the components that are taught in English learning. It considered as an important aspect for the learners of foreign language. The students who acquire a lot of vocabulary will be able to construct good communication. They will be able to interact with others through listening, speaking, reading, and writing.

Teaching vocabulary is not an easy activity, because teachers need to think about appropriate media that will be used in the classroom. Most of teachers in SMAN 1 Bukit Sundi usually used pictures as media in teaching vocabulary. Then, the teachers usually use Guessing Game in their activities in the classroom. In fact, there are many other types of media and techniques that can be used by teachers.

One of them is Jeopardy Game that can be interesting activity for the students in learning vocabulary. Jeopardy Game is a popular board game. It's a fun and easy to play quiz game, and it's great for reviewing vocabulary and certain grammar forms.

Jeopardy game is adopted from television quiz show. Jeopardy game is an activity which encourages students to think about the questions which may lead to a particular answer. This game can make students think creatively about a particular answer. As a result, they can remember the words after

knowing the answer. In addition, jeopardy game can build students' motivation due to the nature of its competitiveness.

As a matter of the discussion above, this research was conducted in order to see the effect of Jeopardy Game toward students' vocabulary Mastery on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year. It was compared with Guessing Game that usually used by the teachers in teaching vocabulary.

## B. Research Questions

1. How was students' vocabulary mastery after taught by using Jeopardy Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year?

2. How was students' vocabulary mastery after taught by using Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year?

3. Were the any significant differences between students who were taught by using Jeopardy Game and Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year?

## C. Purpose of the Research

The purpose of this research were to know about:

1. Students' vocabulary mastery after taught by using Jeopardy Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year.

2. Students' vocabulary mastery after taught by using Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year.

3. The significant differences between students who were taught by using Jeopardy Game and Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year.

**D. Research Outcome**

Theoretically, the result of this research can be as useful input for the English teaching process especially related to teaching vocabulary. Then, it becomes a source of information about the the effect of Jeopardy Game toward students' vocabulary mastery. It helps teachers to motivate students to be more curious and active in teaching and learning activity.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Vocabulary Mastery

Vocabulary is the words that used in spoken and written language. In another word, every word that is used by someone in speaking and writing can be called as vocabulary. Hatch and Brown (2015) state that vocabulary is a list or set of words for a particular language or a list or set of word that individual speaker of language might use. Besides, Hornby (2016) also describes that vocabulary is all the words that person knows or uses, and it is all the words in the particular language.

Manik and Christiani (2016) write that vocabulary is the basic element of learning English. It means that vocabulary is considered as the main component of learning English. According to Absersold (2014), there are two types of vocabulary, namely; receptive vocabulary and productive vocabulary. a. Receptive vocabulary is the words that can be understood by someone through the process of reading and listening. It also called as passive vocabulary. b. Productive vocabulary refers to the words that are used by someone to speak or write. Because someone is required to produce something in speaking and writing. Any words that is used in the process of speaking and writing is called as the productive or active vocabulary. The best time to learn language started from the early age.

According to Novi and Fitrawati (2012) vocabulary as one of the main components should be taught since the beginning until intermediate level.

Cameron (2011) also states that there are four things teacher needs to keep in mind while teaching English to young learners besides knowledge and skill. The teacher must be conscious of how their students learn and think. Also, they must be able to find out what children are interested in and utilize it for language teaching.

Wahyuni and Syafei (2016) state that teachers have an important role to make students interested in learning English. In teaching English to young learner teachers need to provide help and guidance in comprehending English as a foreign language by using the strategies which that can be used in changing and redefining their thought. In learning language the young learners are not the same as adults. Young learners need to pay attention to some element of English languages such as pronunciation, spelling, structure, and vocabulary. To master English skills, the students must know the vocabularies of the language.
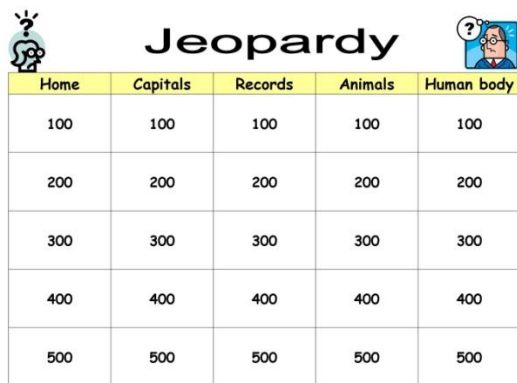
**B. Jeopardy Game**

Game is one of the creative ways to teach young learner. Game is an activity that can make people communicate with each other especially in the classroom. According to Wright (2016), game is an activity which is entertaining and engaging often challenging and an activity in which the learners play and usually interact with others. In the classroom, games build students' relationship with their friends because games will make they have challenges with other. Games are an extremely effective way of motivating the

students in the classroom. It helps and encourages students to uphold their interest and work.

Moreover, games also help the teacher to create contexts in which the language is useful and meaningful. Wright (2016) states that game is an activity in with the learners play and usually interact with other. Hadfield (1998) says a game is an activity with rules, a goal, and element of fun, which is divided into two kinds; cooperative games and competitive games.

According to Harry Friedman (2011), Jeopardy is an exciting game for classroom activity which is derived from jeopardy TV program. Jeopardy game is a game that has been enjoyed on American television since the 1960s. It was a popular TV show. This game is adopted from television quiz show and into language game for an educational tool.

The example of the game can be seen in the following picture:



| Home | Capitals | Records | Animals | Human body |
|------|----------|---------|---------|------------|
| 100  | 100      | 100     | 100     | 100        |
| 200  | 200      | 200     | 200     | 200        |
| 300  | 300      | 300     | 300     | 300        |
| 400  | 400      | 400     | 400     | 400        |
| 500  | 500      | 500     | 500     | 500        |

**Picture 1. Example of Jeopardy Game**

Jeopardy creates opportunities for students to demonstrate the students respond and attention to the lesson that teacher has given to them. Each content category includes the three domains of learning; cognitive, affective,

and psychomotor at each category levels. The students can use the three domains in the learning process. Jeopardy has simple rule structure, so the game can be played anywhere. Observing the rules of turns, point distribution and winner selection will ensure that any game of jeopardy, whether played at home, with friends, or a stage, will be fair and fun for all. For the teacher, it will be a help because just by a bit of preparation, jeopardy can change the traditional classroom into a period of the game show

# CHAPTER III
# RESEARCH METHOD

## A. Research Design

This was an experimental research because it tests the hypothesis of the cause and effect relationship. Ary et al (2016:325) states that experimental research design is to enable researcher to estimate the effect of an experimental treatment. Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research was done in the class with taking students as population.

The design of this research was post-test only design because the aim was to know the effect of Jeopardy Game on Senior High School students' vocabulary mastery than the students who are not treated by this game. The post-test was conducted to the two groups in the final meeting of the research.

The design of the research can be schematized as follows:

| Group | Treatment (Independent Variable) | Post-test (Dependent Variable) |
|---|---|---|
| E | X | Z |
| C | Y | Z |

Where: E = Experimental group

C = Control group

X = Treatment of experimental group by using Jeopardy Game

Y = Treatment of control group by using Guessing Game

Z = Post-test of experimental and control group

### B. Population and Sample

1. Population

   The population of this research was the second year students of SMA 1 Bukit Sundi who were registered in academic year 2020/2021. They were chosen because of their English ability, especially their vocabulary mastery, was assumed to be adequate. There are 186 students classified into 6 classes.

| Class | The Number of Students |
|---|---|
| X MIPA 1 | 34 students |
| X MIPA 2 | 34 students |
| X MIPA 3 | 33 students |
| X IPS 1 | 30 students |
| X IPS 2 | 29 students |
| X IPS 3 | 26 students |

2. Sample

   The sampling method of this research was the cluster sampling in which group, not individual, was randomly selected. Gay (2011) states that cluster sampling is sampling in which group, not individual are randomly selected. The researcher chosen two classes based on their mean scores which were almost equal in a daily test. In order to determine which groups as the experimental and control groups, the researcher was flap a coin. The side of coin which has picture was refer to the experimental group and the other side was refer to the control group. As the result, X IPS 2 was chosen as experimental class and X IPS 3 was chosen as control class.

## C. Instrumentation

In doing the research, the researcher used vocabulary test as instrument of the research in from of multiple-choice which contained a table of some indicators namely: spelling, singular, plural, tenses, meaning, antonym and synonym. The test was conducted in order to collect the data about students' vocabulary mastery. Before doing the real test post-test, the test was tried out to measure validity and reliability of the test on 14 August 2020 at class X MIPA 3. The test would be answer the 35 try out items in 60 minutes, it means they were one item in 2 minutes.

**Table 4.  Aspect of Vocabulary Mastery**

| No. | Aspect of Vocabulary | Indicator | Item | Number of Item |
|---|---|---|---|---|
| 1. | Form | Spelling | 5 | 1, 8, 15, 22, 29 |
| 2. | Grammar | Singular | 5 | 2, 9, 16, 23, 30 |
| | | Plural | 5 | 3, 10,17, 24, 31 |
| | | Simple present tense | 5 | 4, 11, 18, 25, 32 |
| | Meaning | Meaning | 5 | 5, 12, 19, 26,33 |
| | | Antonym | 5 | 6, 13, 20, 27, 34 |
| | | Synonym | 5 | 7, 14, 22, 28, 35 |
| **Total** | | | | **35** |

The test was checked by the researcher to analyze item difficulty, item discrimination, validity and reability of instrument.

### 1. Item Difficulty

The researcher analyzed item difficulty and it was to ensure the items of the test are not too difficult. The researcher analyzed item difficulty by using formula of Arikunto ( 2009):

$$p = \frac{B}{JS}$$

Where

p = Index difficulty

B = number of examines who answer correctly

JS = Number if examine

In analyzing item difficulty index the researcher used formula that is proposed by Arikunto (2009).

**Table 5 : difficulty index criteria**

| Difficulty Index | Criteria |
|:---:|:---:|
| 1,00– 0,30 | Difficult |
| 0,30 – 0,70 | Moderate |
| 0,70 – 1,00 | easy |

After analizing the result of the try out , the researcher found that 7 items was difficult and 28 was moderate. Hence, item no 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,23,24,27,28,29,31,32,34 was revised. It could be seen on appendix 8 pages 86.

2. **Discrimination Index**

The researcher analyzed item discrimination to determine ability of the item in distinguishing between high level students and low level students. To determine the item discrimination index, the researcher used formula that is proposed by Arikunto (2009).

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where

D  = Discrimination Index

BA= The number high level examines who answer correctly

JA = The number of high level examines

BB= The number of level examines who answer correctly

JB= The number of low level examines

According to Arikunto (2009) discrimination index criteria as follow:

**Table 6 : Discrimination Index Criteria**

| Discrimination Index | Criteria |
|---|---|
| 0,00 – 0,20 | Poor |
| 0,20 – 0,40 | Satisfactory |
| 0,40 – 0,70 | Good |
| 0,70 – 1,00 | Excellent |

The result of try out analysis was 5 poor,14 items were satisfactory, 14 items were good and 2 items was excellent. So item no 25,26,29,33,35 was revised.

3. **Validity**

Content validity is one of important for achievement test. It means that the test that given by the researcher to the students are based on the curriculum and syllabus. That was used by the teacher at second grade students of SMAN 1 Bukit Sundi in 2020/2021 Academic Year.

Gay (2000) says that validity is the degree to which a test measures is supposed to measure. This test is having the item validity if the item of the test constitutes a representative sample of the intended aspect.

To get validity in this test, the instruments would did try out to other class in population. In analysing the result of try out, the researcher separated the item as correct or incorrect answer from the test.

4. **Reliability**

Gay (2000) says that reliability is degree to which a test consistently measures whatever it measure. It is expressed numerically, usually as a coefficient; a high coefficient indicates high reliability. To see reliability of this instrument the researcher used split-half method to measure reliability of the test. The test arranged into a group of the subject and the items divided into two comparable halves of score in each individual.

The formula that used to calculate coefficient of correlation in two sets scores one of them Product Moment formula in Arikunto (2009) as follow:

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where

$r_{xy}$ =  The correlation coefficient between scores on the odd-
numbered items and scores on the even- numbered items

$\sum x$ = The sum of scores on the odd- numbered items

$\sum y$ = The sum of scores the even- numbered items

N  = The total number of object

$\sum x^2$ = The sum of square of scores on the odd- numbered items

$\sum y^2$ = the sum of square of scores on the even- numbered items

$\sum xy$ = The sum of multiplication of scores x and y

The reliability of the test interpreted by using formula Kuder and Richardson (**K- R.20**) that suggested by Arikunto (2012) as follow:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where:

$r_{11}$ = the total of reliability

$n$  = sum of items

$p$ = the propotion of the subject who answer correctly

$q$ = the propotion of the subject who answer incorrectly (q = 1 – p)

$S$ = Deviation Standard

$\sum pq$ = the sum of multiplication  p and q

**Table 7 : Value Interpretation of $r_{11}$**

| Coefficient Reliability | Criteria |
|---|---|
| $r_{11}$ | Perfect |
| $0,80 \le r_{11} < 1,00$ | Very High |
| $0,60 \le r_{11} < 0,80$ | High |
| $0,40 \le r_{11} < 0,60$ | Enough |
| $0,20 \le r_{11} < 0,40$ | Low |
| $0,00 \le r_{11} < 0,20$ | Very Low |

**D.  Data Gathering**

As mentioned above, the data were be taken from vocabulary test. The students were given some questions that measure their vocabulary mastery. The test has been done in 60 minutes. Both of groups (experimental and control group) got the same test. After the students have finished, the answer sheets were be

collected and analyzed. The scores were analyzed based on guidelines that were derived from Jacobs et al. (in Hughes, 2013) which has been stated before.

### E. Data Analysis

The data was analyzed by using t-test to test the hypothesis of significance as it is often used as a standard in educational study derives from Gay (2011).

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\dfrac{ss_1 + ss_2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

Where:    $t$          = the value of t-calculated
          $\overline{x_1}$   = mean of the experimental group
          $\overline{x_2}$   = mean of the control group
          $ss_1$      = sum of squares of experimental group
          $ss_2$      = sum of squares of control group
          $n_1$       = number of experimental group
          $n_2$       = number of control group

In analyzing the data by using the t-test formula, the consideration is if the value of t-observed is same or less than the value of t-table, the research hypothesis would be rejected. If the value of t-observed is bigger than the value of t-table, the research hypothesis would be accepted.

## CHAPTER IV
## RESEARCH FINDINGS

### A. Data Description

This research was conducted on 14 – 28 August 2020. The purpose of this research was to know the students' vocabulary mastery after using Jeopardy Game at the second grade of SMAN 1 Bukit Sundi in 2020/2021 academic year.

Because of the pandemic covid-19, this research conducted in limited teaching and learning process. Some meeting should be conducted by using online application such as zoom meeting.

In order to know students' vocabulary mastery after being taught by using Jeopardy Game in experimental class and Guessing game in control class, the researcher gave vocabulary test to both the class. The instrument of the test was vocabulary test in the form of multiple choices. Multiple choices tests that consist of seven indicators of vocabulary mastery was spelling, singular, plural, tenses, meaning, antonym and synonym. Post test was done 60 minute.

After giving the post test the researcher then analyzed the mean score, standard deviation and variance of the data based on the result of post test. The data of students' post test score could be seen on table as follow:

**Table10: The Data of Students' Post Test Score on Vocabulary mastery test**

| Class | N | $\overline{x}$ | xmax | xmin |
|-------|---|------|------|------|
| Experiment | 29 | 72,92 | 60,0 | 54,3 |
| Control | 26 | 68,31 | 77,1 | 74,3 |

Based on the table above, showed that the students' mean score at experimental class was 72.92. It was higher than students' mean score at control class that was 68.31. It means that the mean score of experimental class that was taught by using Jeopardy Game was higher than the means score of the control class that taught by using Guessing game.

## B. Data Analysis

In getting the result of this research, the researcher measured the normality and homogeneity of the data and tested the hypothesis.

1. Normality Testing

In analyzing the normality of the data on students' vocabulary mastery on experimental class and control class the researcher got the data from both of the classes. The normality of students' vocabulary mastery post test score at experimental class and control class could be seen on table as follow:

**Table 12: The Normality of Students' Vocabulary Mastery Test Score.**

| Normality Testing | Class | Number of Students (N) | ($\alpha$) | Critical Value of Accounting ($L_o$) | Critical Value of Accounting ($L_t$) | Distribution |
|---|---|---|---|---|---|---|
| Post test | Experiment | 23 | 0.05 | 0.1492 | 0.1730 | Normal |
| | Control | 22 | | 0.1314 | | Normal |

From the experiment class, the data from post test that calculated normally coefficient Lo= 0.1492 at the significances level 95% and the

table normality coefficient Lt= 0.1730. It means that Lo ≤ Lt. The data from control class were Lo= 0.1314  Lt= 0.1730. It means that Lo ≤ Lt

According to the data analysis above, it could be concluded that the data from both experimental class and control class were distributed normally.

2. Homogeneity Testing

In order to analyze the variance of the data of students' vocabulary mastery in experimental class and control class, the researcher analyzed it

**Table 16. The Result of Homogeneity Testing Post test**

| Homogeneity Testing | Class | (n) | S | $S^2$ | Fc | Ft | Variances |
|---|---|---|---|---|---|---|---|
| Post-test | Experiment | 29 | 5,42 | 29,35 | 1,02 | 2.12 | Homogeneous |
| | Control | 26 | 5,35 | 28,62 | | | |

The researcher got the data of homogeneity testing on post- test , $F_{calculated}$ = 1.02 at the significance level α= 0.05, $F_{table}$ = 2.12. It could conclude that $F_{calulated}$ ≤ $F_{table}$. Therefore, both experiment and control class had the same variances. The analysis of homogeneity above can be seen on appendix 22.

Based on the table above, the researcher got the data of homogeneity testing  on pre test and post test at experimental class $F_{calculated}$ = 1.51, at significance level α = 0.05, $F_{table}$ = 2.12 . It could be concluded that $F_{calculated}$ < $F_{table}$ both of the test had the same variance.

3. Hypothesis Testing

In order to know there was any differentiation of students' vocabulary mastery in both experimental and control class, the researcher did t-test statistical analysis. The researcher analyzed the result on post-test. It can be seen in the following table.

**Table 20. Result of t-test on post-test**

| Class | (n) | $S^2$ | S | A | $T_c$ | $T_t$ | Reference |
|---|---|---|---|---|---|---|---|
| Experiment | 29 | 29,35 | 5,42 | | | | Ho was rejected |
| Control | 26 | 26,62 | 5,35 | 0,05 | 2,90 | 1,68 | and Ha was received |

The researcher got the data $T_{calculated} = 2,90$ and $T_{table}$ $(0, 95;45)$= 1,68. In conclusion, Ho was rejected and Ha was received. It means the students' vocabulary mastery that taught by Jeopardy Game was better than students' vocabulary mastery that taught by Guessing game.

According to the data above, the researcher concluded using Jeopardy Game in teaching vocabulary mastery text can gave improvement toward students' vocabulary mastery.

## C. Discussion

The finding of this research showed that the differences of students' vocabulary mastery on post test. Before doing the treatment, the researcher done the pretest at experiment and control class. As a result, $T_{calculated} = 1,50$ and $T_{table}$

$(0, 95;45)= 1,68$. In other hand, Ho was received and Ha was rejected. It means the students' vocabulary mastery before treatment was no significant.

After conducting the research, the researcher found that students' experimental class really looked excited through the implementing of using Jeopardy Game in teaching vocabulary mastery.

According to Harry Friedman (2011), Jeopardy is an exciting game for classroom activity which is derived from jeopardy TV program. Jeopardy game is a game that has been enjoyed on American television since the 1960s. It was a popular TV show. This game is adopted from television quiz show and into language game for an educational tool.

Based on the analysis of final test data, it is obtained that the average scores of students' ability in vocabulary show that the application of Jeopardy Game can improve students' vocabulary. This is proven by the high average of students post-test in vocabulary test. $T_{calculated} = 12$ and $T_{table}$ $(0, 95;45)= 1,68$. In conclusion, Ho was rejected and Ha was received. It means the students' vocabulary mastery that taught by Jeopardy Game was improve significantly

Moreover, guessing game has as its core piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging in the text or spoken word. Hadfield (1984), guessing game are a familiar variant on this principle. The player with the information deliberately withholds it, while others guess what it might be. This game was applied at control class. The researcher got the difference score of the students at pre test and post test.

The researcher got the data $T_{calculated} = 11,7$ and $T_{table\ (0,\ 95;45)} = 1,68$. In conclusion, Ho was rejected and Ha was received. It means the students' vocabulary mastery that taught by Guessing game was improve significantly. But it was not as significant as improvement at experimental class.

Based on the data, the researcher found that the students' vocabulary mastery at experimental and control class after taught by different treatment were improved. It can be seen on the students post test and as result the students score was improve after doing the treatment. The score of the students at experimental class is higher than students at control class. It means that, by using Jeopardy Game is better than using Guessing game. In the other hand, Jeopardy Game is one of the innovative teacher's techniques in teaching. The researcher got the data $T_{calculated} = 2,90$ and $T_{table\ (0,\ 95;55)} = 1,68$.

In conclusion, Ho was rejected and Ha was received. It means the students' vocabulary mastery that taught by Jeopardy Game was better than students' vocabulary mastery that taught by Guessing game.

Furthermore, based on the finding above, the researcher assumed that applying Jeopardy Game in teaching vocabulary mastery gave positive effect toward students' vocabulary mastery. There is significance improvement of Jeopardy Game toward students' vocabulary mastery. During the experiment, the students more interested in learned English especially in learning vocabulary. They had gotten confident and motivation in learning activity.

From the application of Jeopardy Game, it has positive effect toward students' vocabulary mastery. Teacher can learn what is the way and the technical

condition on good learning in the classroom to make it more fun and interested for students. This fact show that students are taught by Jeopardy Game can improve their ability in learning English, especially in vocabulary than students are taught by Guessing game.

In conclusion, Jeopardy Game is suggested to be used at school especially for the teachers at SMAN 1 Bukit Sundi in teaching vocabulary. This technique can be used to create the class situation. It can be make the students have fun and enjoyable activity.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

Based on the findings of the research in chapter IV, there are some conclusions of the research that are described as follows:

1. Students' vocabulary mastery after taught by using Jeopardy Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year was good. It can be seen based on the average scores in posttest.

2. Students' vocabulary mastery after taught by using Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year was adequate.

3. There were significant differences between students who were taught by using Jeopardy Game and Guessing Game on Second Grade of SMAN 1 Bukit Sundi in 2020/2021 Academic Year.

## B. Suggestion

Referring to the conclusions of the research, some suggestions can be given. The suggestions are as follow:

1. For the teachers, it is expected that the teachers use more various techniques in teaching vocabulary. Teachers can adapt Jeopardy Game in their class based on the material that will be given to the students.

2. For the students, it is expected that the students have more efforts to improve their vocabulary mastery through any kind of teaching techniques used by the teachers.

3. For the next researcher, the next researcher can continue this research in the future. It is suggested to other researchers to carry out further studies about. These variables can be developed more specific for the next study.

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# Surat Tugas
### No. 8-1 ST-P/LP3M-UMMY/VIII-2020

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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|---|---|
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Untuk melaksanakan kegiatan Penelitian dengan judul **"The Effect of Jeopardy Games toward Students' Vocabulary Mastery on Second Grade of SMAN 1 Bukit Sundi"** pada Tahun Akademik 2020/2021.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 13 Agustus 2020
Kepala LP3M UMMY

**DR.Wahyu Indah Mursalini, SE. MM.**
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