# CHAPTHER I

# INTRODUCTION

This chapter discusses about background of the research, formulation of the problem, objective of the research, significance of the research and operational definition of the terms.

## A. Background of the Research

In learning English as a foreign language (EFL), the students as foreign learner should master four basic language skills such as reading, listening, writing, and speaking. Among the four language skills, reading is one of the most important skills to be mastered by students as foreign learners. By reading, the students can increase English vocabulary, improve writing and speaking skill, and a great way to know about new ideas, experiences and facts (Mikulecky & Jeffries, 2007). Besides, the language skills, English also have some language components. The students as a foreign learner also should master some language components to support the possession of language skills such as grammar, punctuation, and vocabulary. Among the language components, vocabulary is one of the important parts in learning for language skills. According to Thornburry (2002), without vocabulary, nothing can be conveyed. It means, the language will tell us nothing, if we do not know anything about vocabulary knowledge.

In teaching English especially in reading skill, vocabulary is a main problem aspect of language teaching since without well increased vocabulary, the process of understanding reading totally breaks down.

Reading comprehension and vocabulary have strong correlation. If the students master vocabulary, they will be easy to comprehend about reading text and they will know what reading text is about. Sedita (2005) stated that vocabulary knowledge is very important in reading comprehension and determining how well students in understanding about the texts. In addition, Hirsch (2003) found that knowing at least 90 % of the words of a text enables the readers to find main idea from the reading and estimate accurately what many of the unknown words mean, which help them learn new words. As the foreign learners study to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. The students as foreign learners cannot understand and get information the texts without having vocabulary. Vocabulary knowledge cannot be separated in reading comprehension because both of them related to each other.

By improving reading skills, the students will create better progress and achieve bigger progress in all educational areas. According to Alqarni (2015), reading is not only decoding from a foreign language to a mother tongue but also a process of transferring letters, from print pages to sounds. Reading is the foundation for all academic learning in which the students can get the information that is able to apply in the next steps of learning process. Reading helps the students to develop their crucial language skills, to open up new world and to enrich their live, to enchase, and to provide them with fun activity. Moreover, Grabe & Stoller (2002) stated that reading is an ability to describe the meaning of printed page and understand the information. It means that when the students read some

printed pages, they will get a lot of information correctly. Thus, the academic process of reading is an important skill for the students.

Meanwhile, for beginner students especially in junior high school students, reading English texts is not an easy task for them. They need more process to succeed in understanding English text. Understanding English texts also becomes a problem for students in junior high school. Reading in English learning still considered as a difficult material for them. Some students still have difficulty in reading and understanding English reading texts. Aliponga (2013) stated that reading aimed at understanding the main idea and crucial particulars of the reading resources, and make the students to think critically. Therefore, many students are ultimately unable to receive information from reading text. For instance, after read a text, the students cannot inform the substance of text and they cannot answer questions related to the text correctly. The problem of reading comprehension difficulty is caused by some factors. For instance, the teaching method used by the teacher and motivation of the students themselves. Some English teachers just applied conventional methods that are monotonous and made students passive and bored in learning English where the English teachers more focus on translating words or sentences and the students just sit down and listen to them, so they do not get the point of the text (Latifa & Manan, 2018; Wulandari et. al, 2017; Etfita, 2014). Moreover, the students often have difficulties in understanding the meaning of the word, less answer the questions about the English texts and bored when the English teacher asks them to read long of text because they are still lack of vocabulary (Nurhamidah et.al, 2018; Maulizan, 2015). This

makes the students low in motivation on learning English especially, in reading and vocabulary.

Based on those problems, the English teachers need to improve their teaching strategies in teaching English because teaching strategies can influence the student's achievement. Therefore, the English teachers should choose the strategy that is suitable for teaching English especially, in reading and vocabulary. Teaching junior high school students is different from senior high school students, because they are in the transfer phase from children to teenager, most of them still love to play and will not involve in serious atmosphere. Ameer (2016) stated that the teacher who teaches young learners are very difficult compared to teaching teenagers or adults students because young learners very easily distracted. Students in Junior high school usually love to have game or group discussion in the learning process; in contrast they tend to get bored when the English teachers only used conventional method in the classroom. This is supported by Erben & Sarieva (2008) stated that students love activities that consist of games or competitions. Therefore, it can be concluded that the English teachers at junior high school must choose strategies that are appropriate for their students that make students happy, active and interested in learning English.

A game is one of the strategies that can be used in teaching English especially, in reading and vocabulary. Game is a strategy used for years in teaching and learning process. Unfortunately, most of the teachers have wrong interpretation about them. Many teachers think that games are additional activities that can only be used at the last part of learning when

they have free time. In fact games can be used at all times of practice, not only used at the last part of learning in class but also employed in the practice of class activities. According to Wright et.al (2006), game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It is no doubt that the game has a high entertainment value. This can provide opportunity for students to learn language in an enjoyable way.  In addition, Ersoz (2000) also stated that using games as teaching and learning strategy can expose the students' participation better and actively engage them in language learning. Similarly, games also provide the language knowledge of students in meaningful context of a language (Chen, & I-jung, 2005). Play and competition that are provided by games enhance the motivation of the students and decrease their boredom or pressure. This will help them to acquire certain essential language skills. A game is one of the media or teaching strategies which are able to help to create dynamic, motivating their classes. Thus, by using game in teaching learning process, the students will more active and motivated to learning English especially, in reading and vocabulary.

Jeopardy game is a game that has been enjoyed on American Television since the 1960 s. This game is adopted from television quiz show and into language game for an educational tool. According to Friedman (2011), jeopardy game is an exciting game for classroom activity which is derived from jeopardy TV program. Jeopardy game creates opportunities for the students to demonstrate the students respond and attention to the lesson that teacher has given to them. This game has

categories and points. In each point contains of question or clue that should be answered by the students. The points or questions are based on level of difficulty. According to Min & Mustain (2018), jeopardy game can be used as a form of classroom review, to increase student interaction, and to track comprehension. Moreover, Batran (2018) mentions that jeopardy game can be used successfully in the ESP classroom to improve students' maritime vocabulary mastery by means of enhancing their vocabulary comprehension and production, and developing their professional communication skills. It means that this game is also flexible in the term of subject matter. Thus, the English teachers can use jeopardy game for their class based on some certain learning objective.

From the above explanations, the English teachers could use jeopardy game in teaching English especially, in reading and vocabulary. This game becomes a teaching strategy which helps the students to solve their problems in learning English, especially in reading and vocabulary. In teaching English, the jeopardy game help the students to low their nervousness, make them feel relaxing to express their skills, they do not be anxious to make errors and understand deeply how to learn reading text well. The jeopardy game also present new words, so by using this game the students of junior high school also can increase their vocabulary mastery. The students will remember new vocabulary they have learnt, and this game helps the students to remember and strengthen their vocabulary by finding out and thinking of new words. If students can increase their vocabulary, they will get easy to comprehend the texts. In addition, the Jeopardy format challenges the students to learn English in a different way;

the students do not asked to open the dictionary just like in conventional method but they can learn English in an interesting and communicative manner. When the students enjoy in learning English, they could enthusiasm and have fun. The English teacher could be motivated the students to want to learn more.

The related previous research was conducted by Damayanti (2018) which aimed to improve students' reading comprehension in descriptive text at the first grade students of junior high school. This research is used classroom action research (CAR). Next, by Mortini (2017) this aimed to find out whether or not teaching reading descriptive through Jeopardy Game to the Eighth Grade students of junior high school is significantly effective. This research is used using pre-experimental in one group pre test, post test design. Next, Yahrif (2015) aimed to improve students' vocabulary at the first semester students. This research is used a quasi-experimental design. Similarly, the other previous researches are by Haris, Asriati & Ma'ruf (2018) and Alimuddun & Gunawan (2017). Their researches aimed to improve students' vocabulary in junior high school with quasi experimental design. Then, Batran (2018) aimed to the implementation of how to create and use the jeopardy game in the ESP classroom, as fun activity aimed at improving students' maritime vocabulary mastery by means of enhancing their vocabulary comprehension and production, and developing their professional communication skills. This research is used a literature study. Next, Putri & Fitrawati (2018) aimed to discuss about how to teach vocabulary to young learners using jeopardy game.  This research used a literature study. Then, the previous research by Novilisa, Sunara &

Rohaendi (2018) aimed to find out jeopardy game influence on vocabulary mastery and the response of the students at junior high school students by using quasi experimental design. Next, Revere (2004) aimed to improve classroom assessment by promoting an interactive feedback loop among the students and instructors (teachers). This research used quantitative method with quasi experimental design. The last is Bee & Hayes (2005) aimed to find out whether there was significant effect of using jeopardy game on students' understanding of AIS exam material and to indicate the extent to which the students agreed or disagreed with statements regarding enjoyment of the exercise and their perceived from playing by using jeopardy game. This research used quantitative method.

As the researcher read from those previous researches, the researcher is interested to discuss about this research to see the use of jeopardy game in teaching English. The researcher focuses on the use of jeopardy game to teach English especially, in reading and vocabulary. Therefore, the researcher will conduct the research by using a library research. In this case, the researcher wants to explore theories or statements suggested by experts and previous studies about the successful of jeopardy game in teaching English especially, in reading and vocabulary.

**B.  Formulation of the Problems**

Based on the background of the research above, the questions of the research are:

1.  How was jeopardy game implemented to teach reading and vocabulary to junior high school students?

2.  What are the impacts of using jeopardy game to teach reading comprehension to junior high school students?

3.  What are the pedagogical implications of the use of jeopardy game to teach English?

**C.  Objectives of the Research**

Based on the research questions above, the purpose of this research are:

1.  To find out some related theories and research findings on the use of jeopardy game to teach reading and vocabulary to junior high school students.

2.  To find out some related theories and research findings on the impacts of using jeopardy game to teach reading comprehension to junior high school students

3.  To find out some related theories and research findings on the pedagogical implications of the use of jeopardy game to teach English**.**

**D.  Significances of the Research**

The result of the research expects to be use theoretically and practically:

1. Theoretically

    a.  The result of this research will be useful and contribute to scientific treasure in the field of education.

    b.  For the purpose of scientific research and for information and reference for other researchers who want to conduct further research, especially for learning English.

2. Practically

    a.  For the English teachers

    The researcher greatly expects that the use jeopardy game on teaching English can be helpful for English teacher in applying teaching process more interesting and active than before, so it will increase students' motivation and interest in learning English. In addition, by using jeopardy game, the English teachers can apply the result of the study as feedbacks on their teaching activities.

    b.  For the students

    The researcher expects the students will attention and interest in learn English by using jeopardy game. Moreover, by using Jeopardy game can help students advance the reading comprehension in an active or in communicative way can keep them getting uninterested and boring. In addition, students also could master new vocabulary by jeopardy game so they never

feel bored and the objective of teaching English would achieved by the whole of the class.

c. For the researcher

By doing the research, the researcher hopes to know more about teaching English that will be useful for the future of her life. The researcher also gets knowledge and experience in finding a new strategy in teaching English, especially in reading and vocabulary.

**E. Operational Definition of the Terms**

The terms used in this research are defined as follows:

1. Reading comprehension

Reading comprehension is a main basis in the activity of reading in which the readers build comprehending of a text. The reader combines the rational ideas that are owned by a collection of words or sentences in the text. However, reading comprehension itself is an activity to understand a text in the terms of finding the meaning of vocabulary, identifying the main, supporting, details ideas, and grasp the organization of the text.

2. Vocabulary

Vocabulary is a set of recognizable words within a person's language. The importance of vocabulary can influence learning English activity especially, in reading comprehension. In this research, vocabulary can help students to express their ideas and

information. Without vocabulary, the students cannot understand about the information of the texts.

3.   Teaching reading

Teaching reading is very important, because reading is the most imperative activity in all language class. The communicative strategy or approach to language teaching has given instructor a dissimilar comprehending of what types of text can be used, reading functions in language classes, identify relevant and non relevant information, and tolerate less than word by word comprehension. In this research, the researcher concludes that teaching reading is the process of learning that giving by teacher with the train or instructor and causing to know or understand about the text.

4.   Jeopardy Game

Jeopardy game is a television quiz that was show in American television. Jeopardy game is a kind of game with a specific rule which gives the chance for students to work in group to complete the task which is provided by this game through LCD projector. The challenge of this game is the students should dare to speculate, if they want to get a high score then they should dare to choose questions or clues with a high degree of difficulty. But, by one risk if they be unsuccessful or failed to answer correctly, then their sores will be reduced by an amount sore on that question or clue.  It could be a group that was superior in sore; suddenly the sore was skipped by other groups because they cannot answer the questions correctly.