

USING JEOPARDY STRATEGY TO IMPROVE THE FIRST SEMESTER STUDENTS' VOCABULARY AT PIKIH PROGRAM OF UIN ALAUDDIN MAKASSAR 2014/2015

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Abstract

The objective of this research was to find out whether or not the use of Jeopardy Strategy can improve the students' vocabulary at the first semester of PIKIH Program of UIN Alauddin Makassar 2014/2015. This research employed quasi experimental method with two groups pre-test and post-test design. There were two variables; they were independent variable (the use of Jeopardy Strategy in teaching vocabulary) and dependent variable (the students' vocabulary). The population of this research was the students of PIKIH Program of UIN Alauddin Makassar 2014/2015 which consisted of 1670 students of 67 groups. The sample of the research consisted of two groups by using purposive sampling technique. The researcher took the forty-two group as experimental class and the thirty-nine group as control class. The instrument of this research was a written vocabulary test used in pre-test and post-test. The result of the data indicated that there was a significant difference between students' post-test in experimental class and controlled class. The mean score of post-test (74.29) in experimental class was greater than the mean score of post-test (59.96) in controlled class. From t-test, the researcher found that the value of t-test (4.44) was greater than t-table (2.00) at the level of significance 0.05 with degree of freedom (df) = 46. Based on the finding and discussion of the research, the researcher drew a conclusion that the use of Jeopardy Strategy can improve the students' vocabulary at the first semester of PIKIH Program of UIN Alauddin Makassar 2014/2015.

Keywords: Jeopardy Strategy, Vocabulary Skill.

INTRODUCTION

Language is the basic skill which is needed for real communication among people. By using language, we will be able to express our ideas and feeling. In Indonesia, English language is learned by the students as a foreign language. It has been taught from Elementary school to university. English is divided into four skills that should be mastered by the students of every level of schools and universities. Learning a language especially English means we will talk about the basic

element of it, namely vocabulary. It is the most important one because language consists of sequence of words. People cannot learn a language without learning words. As Rivers in Farida (2004) said that it would be impossible to learn a language without vocabulary. Language is not a dry bone. It is a living thing, growing entity, closed in flesh of words. Thus, the English learners should have techniques or methods in learning vocabulary. In short, vocabulary is the basic element of learning English. According to Sarlotha in Munawir

(2010) vocabulary is one of the language elements that plays an important role in understanding passage in communicating ideas, emotions, feelings and thought in both oral and written forms. In addition, Wilken in Fuhuei Tseng (2008) stated without vocabulary, nothing can be conveyed. From statement above, it is obvious that vocabulary takes a crucial role due to the fact that we always use words when speaking, reading, writing, and listening so that vocabulary is one of the components of language that should be owned in the language learning including in learning English. The students who have a lot of vocabulary will be easy in doing communication to express ideas and feeling. Therefore, vocabulary is very important in effective communication. There are a lot of vocabulary problems in teaching and learning process. The factors can be caused by the individualized teacher, by the method that is used, by the less motivation and interest of the students in learning English, or perhaps the students have difficulties in mastering vocabulary. The teachers need good materials and well preparation to solve these problems. They should provide some new alternative ways or strategies to stimulate the students to improve their own vocabulary. One of the alternative teaching ways to improve the students' vocabulary is fun strategy. When learning is fun, the students can remember what they have learned. Based on this argument, the researcher conducted a research

under the title "*Using Jeopardy Strategy to Improve the First Semester Students' Vocabulary at PIKIH Program of UIN Alauddin Makassar 2014/2015*".

The importance of vocabulary has made many language teachers and research explorers expose language teaching and learning process by implementing various teaching techniques. Some of the researchers related to the topic described in this research: Aspina (2009) stated that in teaching and learning vocabulary process by using Word Attacks Program, the teacher catches the pupils' attention and involves the students in learning process actively. Nevertheless, in this game there are too many words randomized which can make the students feel confused and bored quickly. Munawir (2010) conducted a research in improving students' vocabulary through whispering game at the second year of SMP Negeri 3 Kahu. He found that whispering game make the students easy to memorize and understand vocabulary, they can write and pronounce it well, and each of them participates in teaching and learning process. The weakness of this game is the teacher gives a long sentence to the students with a complicated pronunciation which can make the students are not focus to the meaning of the words. Ahmad in Aspina (2009) in his research The Teaching of Vocabulary Achievement of the SMA and non SMA of Tadris Inggris of Tarbiyah of IAIN ALauddin Makassar pointed out some factors influencing students'

achievement in mastering vocabulary, they are the majority of the students get less interested in learning vocabulary, uninteresting strategies of presentation and ineffective way of teaching vocabulary. This research only shows the factors but there is not a strategy proposed. Fuhuei Tseng (2008) reported that the repetitions of the words in the four textbook series are found to be extremely inadequate for efficient vocabulary learning. Meanwhile, over half of the words occurred only once in the textbooks, which make it more difficult for beginning learners to master. Baharuddin (2009) said that the teachers catch the students' attention and involve them in learning actively by creating good atmosphere varieties of techniques in teaching English, particularly in teaching vocabulary by using Bookworm Game. Nonetheless, the students should have background knowledge about the words because this game is how to find a word that is known. Based on the research findings above, the researcher concludes that the teachers need interesting strategies to improve students' vocabulary and involve them in teaching and learning process. The researcher chose Jeopardy Strategy because it can make the students easy to categorize the words which they learn and each student of every group enjoys studying vocabulary.

The Concepts of Vocabulary

Vocabulary is as fundamental requirement that influences students' achievement in studying English. Without

vocabulary there is not communication, reading, and writing can be conveyed. So that, it is important to know what the vocabulary is. As follows the definitions or concepts of vocabulary by some experts: According to Read (2000) the words are basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed. In Addition, Thomas Pyles and John Algeo (1970) said that the vocabulary is the focus of language. It is in words that sound and meaning interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversations, and discourse of all kinds. And Ur in Farida (2004) stated that words must be shorted into different parts of speech or some similar groups which separate the type of word with large reserve vocabulary from those with small reserve. Therefore, vocabulary is a meaningful word of language not only in speaking and writing, but also in listening and reading. Oxforddictionaries.com (2010) defines vocabulary as: Vocabulary is a part of such a body of words used in a particular occasion or in a particular sphere. Vocabulary is the body of words known to an individual person. Vocabulary is a list of difficult or unfamiliar words with an explanation of their meanings, accompanying a piece of specialist or foreign-language text. Gove in Munawir (2010) commented out that vocabulary is a list of words and sometimes phrases, usually arranged

in alphabetical order and defined as a dictionary, glossary or lexicon. All of the words are used by a particular person, class, profession, etc. Sometimes all of the words recognized and understood by a particular although not necessarily used by him. Based on the definition above, the researcher concludes that vocabulary is a total number of words and phrases of language used in reading, speaking, listening, and writing by a person or group and it can make up a language.

Types of Vocabulary

Words and phrases are small elements but can make up a language and function to express ideas. It is important to know types of vocabulary. Harmer (1991) divided vocabulary into two types, active and passive vocabulary. Active vocabulary refers to vocabulary that students have learned, they are expected to be able to be used by the students and passive vocabulary refers to words, which the students will recognize when they meet them but they will probably not be able to produce. Schail in Rosminarty (2005) also classified vocabulary into three types as in following:

1. Active vocabulary, the words that we use in speaking and writing.
2. Reserve vocabulary, the words we know but we rarely used in ordinary speech. We use them in writing a letter when we have more time to consider or we searching for a synonym.
3. Passive vocabulary, the words recognize vaguely, but are not sure the meanings,

never use them either speech or writing, we just know them because we have seen them before.

According to Stritcland in Farida (2004) vocabulary consists of four types named: Understanding Vocabulary refers to the words can be recognized and comprehend through reading and listening. Speaking Vocabulary concerns to the word use in informal and formal ways. Informal means the word used in the process of everyday living and family situation, while formal means reserved for used with strangers or in audience situation. Writing Vocabulary is about the words use in informal and formal ways. Informal means the words used in personal correspondence notes, memoranda, and diaries while formal means the words used in business correspondence or more scholarly writing. Potential of Marginal Vocabulary refers to the words which could be interpreted from context and analysis of knowledge of word form (prefix, suffixes, roots) and other language. The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. whether is orally or in written to other people. Talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills. In listening, vocabulary is used to understand someone's speech or what

someone says. It is very hard for us to catch what someone says if we just know the construction of sentence without knowing the words. In speaking, vocabulary is used to express our ideas or feelings to the others orally. The words we have influence how effective the communication runs. In reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage. In writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering. Gairns and Redman in Baharuddin (2009) concluded that by learning vocabulary the learners can recognize and comprehend the context of reading and listening material, and later as productively as the learners can recall and use them appropriately in speech and writing. In this case, the statement is noted by Legget in Baharuddin (2009) that by vocabulary, the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing.

Techniques in Improving Vocabulary

Learning vocabulary is not a simple matter. Everyone has a special technique. In

learning English vocabulary, the students have to memorize them well and use them in a real communication, at least in the classroom. Harmer (1991) provided some strategies in teaching vocabulary. They are realia, pictures, mime, action and gestures, contrast, enumeration, explanation, and translation. Teaching vocabulary through this strategy, the teacher brings the reality things (object) used in the classroom and introduce it to the students such as pen, pencil, ruler, book. Teaching vocabulary using pictures familiarly focuses on the objects of thing which cannot be taken into the classroom, such as: car, plane, train, house, etc. Types of picture can be in broad drawing, wall pictures and charts, flash cards, magazine pictures. Mime, action, and gestures. It is impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Action, in particular, is probably lettered explained by mime. Teaching vocabulary by contrast is closed relevant to show the antonyms. The teacher, in this case, shows the students word and asks to find out the contrast of the word. For example, the meaning empty by contrasting it with full, cold by contrasting it with hot. Teaching vocabulary through enumeration, the teacher introduces word by enumeration them with their general and specific meaning. A word with a general meaning, for instance animals, the teacher introduces this word and asks the students to find out some specific words relate to animals such as: cat, dog, lion, snake. The teacher

introduces words by explaining or describing the objects and tasks then the students guess what the object is. Teaching vocabulary by using translation, the teacher asks the students to translate the given words into their mother tongue. This strategy is very useful for the beginner learners. Allen (1983) classified the technique in learning vocabulary in many ways as following below: The students look at several words that are introduced in the first year textbook, words representing nouns, verbs, and adjectives. Five and other kind of words such as preposition, conjunction, auxiliary verbs are emphasized in simple words like name of animals, fruits, and action. In noun simple verb that they are usually use in everyday. Name of colors, characteristic of persons, in adjectives and many other that are easy to be comprehended by the students. Some classes for beginner, teacher use all these ways to explain meaning of vocabulary words. The ways here are through: pictures, explaining in the students' own language, and describing in simple English by using vocabulary that students already know. This phase, simple English is used to show the meaning of words, more words for area of living words related to food, clothing and so on. The value of seeing a new word in a sentence and the meaning in dictionary is also used to show the teacher how to explain 'new' words by means of the English word the students are most likely to know. Gairns and Redman in Aspin (2009) suggested the following types of vocabulary

presentation techniques: Visual techniques. These pertain to visual memory which considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting well concrete items of vocabulary nouns many are also helpful in conveying meaning of verbs and adjectives. They help the students associate presented material of languages value. Verbal explanation. This pertains to the use of illustrative situation, synonym, opposites, scales, definition and categories, and use of dictionaries. Using a dictionary is another technique of finding out meaning of unfamiliar words and expression. Students can make use of a variety of dictionaries: monolingual, bilingual, pictorial, thesauri, and the like. Basically, teaching and learning related to each other. Teaching involves teaching and learning in general, teaching and learning cannot be separated from what we call intersection. Intersection can be achieved if the process of teaching and learning run well. In teaching, teacher has a very important role to create good intersection. In this case the teacher will have strategy to motivate the learners to learn. In learning, the learner is the main factor to achieve the aim of teaching process. There are nine principles of teaching and learning vocabulary indicated by Wallace in Rosminarty (2005), they are:

1. Aims, we have to be clear about our aims in teaching vocabulary, how many of

vocabulary listed we expect the learners to be able to know? If it is not clear at this point, it will be difficult to access how successful the vocabulary learning has been attained.

2. Quantity, it is decided on the number of new words that the students can learn. The actual number will depend on a number of factors varying from class and students.
3. Needs, to know or select the words that will be taught to the students, these based on frequency and usefulness on the various meaning of a word, students' background and language needs.
4. Frequent expose and repetition, there has to be a certain amount of repetition until there is evidence that the students learn the target words.
5. Meaningful presentation, when the teachers introduce new word, they have to give clear explanation and deep understanding.
6. Situation presentation, the teacher must know the students' situation or the students ready to accept the materials.
7. Presenting in context, one way to present new words or unfamiliar words is by using reading text.
8. Language vocabulary in mother tongue and target language, the teachers can use words of mother tongue as a tool to compare similarities and differences of the word.
9. Inference (guessing) procedures in vocabulary learning, the students guess the meaning of the words that they hear then

using it in a certain situation or sometimes reading in a context.

Dale and O'Rourke in Munawir (2010) pointed out three case points in teaching vocabulary as following below: Vocabulary development is concept development. Vocabulary and concept growth occurs together. Every word is a concept but a concept must consist of more than the meaning of a single word. Vocabulary development is the result of a program. A systematic program provides opportunities for students to build new concepts as word meaning. Vocabulary development involves within the context of a communications comprised speaking and listening. Visualizing and observing and writing.

Concept of Jeopardy Strategy

Jeopardy is an American quiz show created by Merv Griffin in 1964. It has a unique answer-and-question format in which contestants are presented with clues in the form of answers, and must phrase their responses in question form. In Addition, June Prezsler, Barb Rowenhorst, and Jo Hartmann (2006) stated that Jeopardy is developing a matrix with six columns and six rows. Title the matrix with the unit of study. The top row's cells are labeled with categories that relate to the unit of study. Related content terms are listed below each category. Each cell contains a vocabulary word that correlates with the column's category. Although the original game is composed of only three rounds, six categories to choose, and

the answers must be given in the form of questions, the classroom can be modified to fit

the context of the lesson. The example of Jeopardy matrix shows below:

Table 1. Jeopardy Matrix with Six Columns and Six Rows

Noun	VERB		Adjective	Adverb	Pronoun
	Regular verb	Irregular verb			
cigarette	increase	shut	diligent	Never	Myself
rope	surrender	sell	ugly	West	Mine
pillow	refuse	forget	tight	Yesterday	Your
soap	shout	leap	honest	North	Her
prisoner	translate	give	shallow	Quickly	We

There are many advantages that we can get by using Jeopardy, like strengthen our vocabulary by finding out and thinking of new words, get a quiz that is very fun and educational for all age levels, etc. It also can help students to categorize the words which they have studied. The teacher can apply the following steps when using Jeopardy Strategy of teaching English vocabulary: Develop a matrix with six columns and six rows. Title the

matrix with the unit of study. The top row's cells are labeled with categories that relate to the unit of study. Related content terms are listed below each category. Each cell contains a vocabulary word that correlates with the column's category. Cover cells with a sticky note or other method to hide terms from students. Each cell is labeled with a point amount. For example:

Table 2. Sample of Jeopardy Matrix with Six Columns and Six Rows

Noun	VERB		Adjective	Adverb	Pronoun
	Regular verb	Irregular verb			
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50

Divide students into some groups or teams. The first group will choose and they will get an opportunity to guess the word what their teacher means with a lowest available score. The teacher creates a definition or a clue for the word. The definition or clue is stated as an answer. For examples: Answer or clue: *A thin cylinder of finely cut tobacco rolled in*

paper for smoking. Question: *What is cigarette?* Decide whether a student's question represents an adequate understanding of the term. If the members of any group give an incorrect answer or do not answer the questions, other groups will be given a chance to answer. The activity will continue until all grids are exhausted or until time class runs out.

At the end of this game, the team with the most points wins.

METHOD

Participants

The Participants of this research were the students of PIKIH Program of UIN Alauddin Makassar 2014/2015 which consisted of 1670 students of 67 groups. The Participants consisted of several groups, Purposive sampling technique and took the forty-two group as experimental class and the thirty-nine group as controlled class.

Technique of Data Analysis

The statistic analysis to the data collected through vocabulary test. The steps employed to the following formulas: Scoring the students' works on pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{Students' correct answer score}}{\text{The total number of score}} \times 100$$

(Depdikbud in Busran, 2009)

Classifying the student's score into the following criteria:

Table 3. Criteria of Student' Score

Scale	Classification
91 – 100	Very Good
76 – 90	Good
61 – 75	Fair
51 – 60	Poor
Less than 50	Very Poor

(Depdikbud in Munawir, 2010)

Computing the frequency of the rate percentage of the student's score:

$$p = \frac{n}{N} \times 100$$

Notation:

p = Percentage

n = Frequency

N = The total respondent

(Mason & Bramble in Munawir, 2010)

Calculating the mean score of the students' answer by using formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notation:

\bar{X} = Mean score

$\sum x$ = Sum of score in the group

N = Number of sample

(Gay, 2006: 320)

Calculating the post-test result and consulting their difference for hypothesis testing, the formula:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{\eta_1 + \eta_2 - 2}\right)\left(\frac{1}{\eta_1} + \frac{1}{\eta_2}\right)}}$$

Notation:

t = Test of significance

X_1 = Mean Score of control class

X_2 = Mean score of eksperimental class

SS_1 = the sum of square of control class

SS_2 = the sum of square of eksperimental class

η_1 = the subject of control class

η_2 = the subject of experimental class

(Gay, 2006: 349)

DISCUSSION

The findings of the research which are presented as data description, and the discussion of the findings reveal argument and

further interpretation of the findings. Analyzes post-test either in experimental class or the data consisting of the result of pre-test and controlled class.

Table 4. The Rate Percentage of Score Experimental Class in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	6	25%
3	Fair	61 – 75	2	8.3%
4.	Poor	51 – 60	5	20.8%
5.	Very Poor	Less than 50	11	45.8%
Total			24	100 %

The table above showed the students' materials and well preparation to improve their score of pre-test. The data indicated that the vocabulary. Nevertheless, there were 6 of 24 students' vocabulary was poor where 45.8% students got good classification that meant students got score less than 50. It represented providing some new alternative ways or us that all the students had problems on strategies could stimulate them to improve learning vocabulary so that we needed good their vocabulary.

Table 5. The Rate Percentage of Score Experimental Class in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	1	4.1%
2.	Good	76 – 90	9	37.5%
3	Fair	61 – 75	10	41.7%
4.	Poor	51 – 60	4	16.7%
5.	Very Poor	Less than 50	0	0%
Total			24	100%

The table above showed the rate Jeopardy Strategy. However, still there were 4 percentage of experimental class in post-test. students got poor classification of their post-test. There was a student got very good test.

classification which indicated the students' Based on the result above, it can be score increased during they got treatment from concluded that the rate percentage in post-test researcher. The data told us that 37.5% got was greater than the rate percentage in pre-test good classification which represented there which indicated students' enhancement in was improvement of the students' achievement studying vocabulary after using Jeopardy after eight meetings learnt vocabulary by using Strategy.

Table 6. The Rate Percentage of Score Controlled Class in Pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	2	8.3%
3	Fair	61 – 75	6	25%
4.	Poor	51 – 60	6	25%
5.	Very Poor	Less than 50	10	41.7%
Total			24	100 %

Table 3 showed the students' score of controlled class in pre-test. The data indicated us that the students' vocabulary was poor where 41.7% students got score less than 50 and 25% students got poor classification. It told us that the students had difficulties in mastering vocabulary and needed some alternative ways to solve this problem. The data also showed us that the students got fair

and good classifications were 25% and 8.3% respectively or only 33.3 % students got score more than 60. In other words, the students got score less than 60 were greater than more than 60 ($41.7\% > 33.3\%$). It meant the teacher should pay their attention and providing some new strategies to increase the students' vocabulary.

Table 7. The Rate Percentage of Score Controlled Class in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	3	12.5%
3	Fair	61 – 75	6	25%
4.	Poor	51 – 60	7	29.2%
5.	Very Poor	Less than 50	8	33.3%
Total			24	100%

The table above showed us the rate percentage of post-test in controlled class. There were 3 students got good classification which indicated the improvement of students' vocabulary without getting treatment from researcher. The data also told us that the fair classification still 25% or same as the rate percentage of pre-test. However, there were 33.3% and 29.2% students got score less than 50 and poor classification respectively which represented the students needed new ways to increase their vocabulary. Based on the table 3 and 4, it can be concluded that the rate percentage in post-test was greater than the rate percentage in pre-test which indicated there was an increase in learning vocabulary, but the increment was not significant because there many students got low score.

Table 8. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Post-Test

Class	Mean Score	Standard Deviation
Experimental	74.29	11.40
Controlled	59.96	11.57

The table above showed that the mean score of students' vocabulary increased in post-test. The students' mean score of experimental class was 74.29 which indicated there was a good improvement of students' vocabulary after getting treatment for eight meetings from researcher, while the mean score of controlled class was 59.96 which told us that students' vocabulary also got a little improvement. In summary, the mean score of controlled class was lower than mean score of experimental class. The significant score between

experimental and controlled class could be known by using t-test. The result of t-test could be seen in table 6 as follows:

Table 9. Distribution the Value of t-Test and t-Table in Post-Test

Variable	t-test value	t-table value
Post-test	4.44	2.00

The table 6 showed the result of the post-test that indicated there was significant difference between t-table and t-test, $2.00 < 4.44$ or t-test was higher than t-table which meant after treatment the students' vocabulary increased. The result of the t-test statistical analysis showed that there was significant difference between the experimental class who got treatment by using Jeopardy Strategy with controlled class who got treatment by verbal explanation, even though the difference of them was not high enough. The statement was proved by the t-test value (4.44) which higher than t-table value (2.00), at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (24 + 24) - 2 = 46$. Thus, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Based on the observation, it is found that the students are curious about the words that they have to guess in Jeopardy Strategy, they are excited to find out the words in the dictionary and try to collect a lot of points as possible to become a winner. This is consistent with Aspina (2009) who stated that in teaching and learning vocabulary process, the teacher catches the pupils' attention and involves the

students in learning process actively by creating the variety and flexibility of techniques in teaching English, particularly in teaching vocabulary. Learning vocabulary through Jeopardy Strategy is very interesting because the students can be motivated to learn and make the students not bored and easy to know some new vocabulary. It is also supported by the statement of Ruth A. Doucette (2005, Online) that Jeopardy is an excellent vehicle to practice vocabulary and word definitions. This game also provides an opportunity for students to learn how to develop potential test questions through words category. The findings above have proven that Jeopardy Strategy can improve students' vocabulary. The mean score of the experimental class is 74.29 which indicate there is a good improvement of students' vocabulary after getting treatment for eight meetings from researcher, while the mean score of controlled class is 59.96 which show us that the students' vocabulary also get a little improvement without getting treatment. In the other hand, the mean score of experimental class is greater than the mean score of controlled class. Even though this research has proven that Jeopardy Strategy can motivate and improve the students' achievements in vocabulary but also the researcher finds some weaknesses of cooperative learning. It is difficult to activate all students because just the active students dominate the teaching and learning process. Some passive students were

silent and waited for her/his group friends to find the word in dictionary. Sometimes students are so excited which caused too much noise in the class room when the fight round of this strategy, this problem can break students' concentration of the vocabulary words. Even though there are some weaknesses which have been found but at the end of this study all the weaknesses have been decreased. From the reason above, Jeopardy Strategy can make the students enjoy in learning and easy memorizing vocabulary because they do their jobs together with all the members of their group. Therefore, they are feeling happy to do it and unintentional to memorize some new vocabulary. In other words, relax but serious.

CONCLUSION

Based on the result of the data analysis and the research findings and discussion in the previous chapter, the researcher has come to the following conclusions. Jeopardy Strategy is an affective way in improving English vocabulary mastery at the first semester of PIKIH Program of UIN Alauddin Makassar 2014/2015. It is proved by the t-test value that is 4.44 greater than the t-table 2.00. In this case, Jeopardy Strategy is an interesting way in teaching vocabulary, beside that, it is very helpful to activate the students' background knowledge that is very important to help students' comprehension what will be learn.

Considering the conclusion above, the researcher puts forward some suggestions as follows:

1. The English teacher should be more creative in choosing the techniques that will be used in teaching and learning process.
2. The English teacher should apply Jeopardy Strategy in teaching and learning process especially in teaching vocabulary to engage the students to learn English.
3. The students should be more creative in choosing the techniques that will be used in learning vocabulary word.
4. The students should use Jeopardy Strategy to improve their vocabulary mastery. Jeopardy can be as an educated quiz for the students to make their learning fun.
5. The lecturer or teacher should conduct classroom action research to identify and to solve students' problem in teaching and learning process.

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