

ABSTRACT

ENHANCING VOCABULARY MASTERY THROUGH JEOPARDY GAME-BASED LEARNING

By

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This study aimed to examine whether Jeopardy game-based learning significantly improved students' vocabulary mastery, focusing on three vocabulary aspects: meaning, form, and use. A quantitative method was employed using a one-group pre-test and post-test design. The study was conducted in the first semester of the seventh grade at SMP Kartikatama Metro in the academic year 2024/2025, involving 20 students as the sample. Data were collected through vocabulary tests and analyzed using a paired sample t-test to determine statistical significance. The results showed a substantial increase in students' vocabulary scores, with the total score rising from 1.023 in the pre-test to 1.383 in the post-test, reflecting a gain of 360 points. The average score increased from 51 to 69, with the maximum and minimum scores changing from 70 and 30 in the pre-test to 87 and 53 in the post-test, respectively. The statistical analysis confirmed a significant difference at a 0.05 significance level. The study concludes that the Jeopardy game is an effective instructional strategy for enhancing students' vocabulary mastery by providing an engaging and interactive learning environment that significantly improves word retention, particularly in understanding word meanings and recognizing word forms. However, the relatively smaller improvement in vocabulary use indicates the need for supplementary strategies to strengthen students' ability to apply vocabulary in context.

Keywords: vocabulary mastery, Jeopardy game, game-based learning, English learning, descriptive text.