



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN

**THE EFFECT OF JEOPARDY GAME IN TEACHING SIMPLE  
PRESENT TENSE AT EIGHTH GRADE OF JUNIOR HIGH  
SCHOOL IN SMP IT NURUL ‘ILMI**

**THESIS**

*Submitted of Faculty of Tarbiyah and Teacher Training of State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the  
Requirements for the Degree of Sarjana Pendidikan*

**By:**

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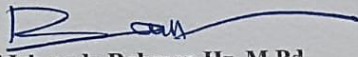
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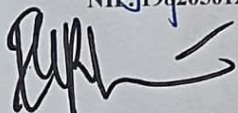
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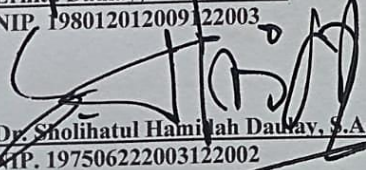
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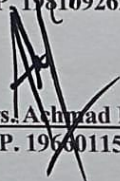
  
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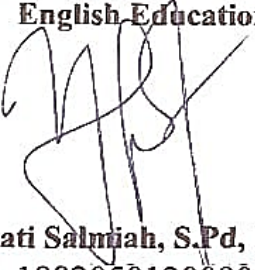


  
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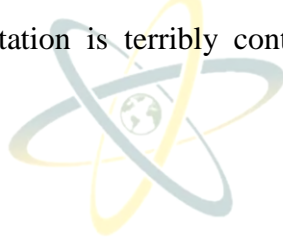
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## **AUTHORITY STATEMENT**

I truthfully state that the recent thesis entitle “**The Effect of Jeopardy Game in Teaching Simple Present Tense at Eight Grade of Junior High School in SMP IT Nurul Ilm**” is my own work. The citation that highlighted in this thesis was conducted based upon the ethic of academic writing. Due to this statement, the penalty is obviously admitted based upon the operating rule if someday the thesis is proved not credible, or there is evidence which states the thesis is plagiarism, or citation is terribly contravened the ethic of academic writing.



Medan, 23<sup>th</sup> August 2023

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## ABSTRACT

The research that has been conducted entitled “**The Effect of Jeopardy Game in Teaching Simple Present Tense at Eight Grade of Junior High School in SMP IT Nurul Ilmi**”. Simple Present Tense is to express daily events, habits or actions, general truth, facts, and used to express any conditions or non-action states that represent a situation that happens right now at the moment. The purpose of this research is to determine whether using the Jeopardy Game may improve students’ understanding of simple present tenses. Students at SMP IT Nurul Ilmi in the eighth grade are the focus of this study. The researcher is confident that students can use Jeopardy Game as a creative technique in the learning process. This study used a quasi-experimental design as its technique, with the treatment held in three meetings, 2 x 35 minutes for each. Students from SMP IT Nurul Ilmi’s eighth grade were the research’s population. In this research, the total sample was 49 students taken from two classes, VIII 1 and VIII 2. The research used pre-test and post-test instruments for collecting the data. After giving the post-test, the researcher analyzed the data using SPSS to compute the independent sample t-test. The post-test’s mean score showed that the experimental group (78,34) higher than the control group (72,66). The results show that,  $t_{hitung} > t_{table}$  (6,45 > 1,6733) so that it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected, then it can be concluded that student learning result taught using Jeopardy Game media are higher than those with student learning taught using conventional methods.

**Keywords:** *Experimental Research Design Jeopardy Game, Teaching Simple Present Tense*

## ABSTRAK

Penelitian yang telah dilakukan berjudul “Pengaruh Game Jeopardy dalam Pengajaran Simple Present Tense di Kelas VIII Sekolah Menengah Pertama di SMP IT Nurul Ilmi”. Simple Present Tense digunakan untuk menyatakan kejadian sehari-hari, kebiasaan atau tindakan, kebenaran umum, fakta, dan digunakan untuk menyatakan kondisi atau keadaan non-tindakan yang mewakili situasi yang sedang terjadi saat ini. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Jeopardy Game dapat meningkatkan pemahaman siswa tentang simple present tenses. Siswa kelas VIII SMP IT Nurul Ilmi menjadi fokus penelitian ini. Peneliti yakin bahwa siswa dapat menggunakan Jeopardy Game sebagai teknik kreatif dalam proses pembelajaran. Penelitian ini menggunakan desain quasi eksperimen semu sebagai tekniknya, dengan perlakuan dilakukan dalam tiga kali pertemuan, masing-masing 2 x 35 menit. Populasi penelitian adalah siswa kelas VIII SMP IT Nurul Ilmi. Dalam penelitian ini jumlah sampel sebanyak 49 siswa yang diambil dari dua kelas yaitu VIII 1 dan VIII 2. Penelitian ini menggunakan instrumen pre-test dan post-test untuk mengumpulkan data. Setelah memberikan post-test, peneliti menganalisis data menggunakan SPSS untuk menghitung independent sample t-test. Nilai rata-rata post-test menunjukkan bahwa kelompok eksperimen (78,34) lebih tinggi daripada kelompok kontrol (72,66). Hasil penelitian menunjukkan bahwa,  $t(\text{hitung}) > t(\text{tabel})$  ( $6,45 > 1,6733$ ) sehingga dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak, maka dapat disimpulkan bahwa hasil belajar siswa yang diajar menggunakan Jeopardy Media permainan lebih tinggi dibandingkan dengan pembelajaran siswa yang diajar dengan menggunakan metode konvensional.

**Kata Kunci:** *Jeopardy Game, Teaching Simple Present Tense, Metode Penelitian Eksperimen*



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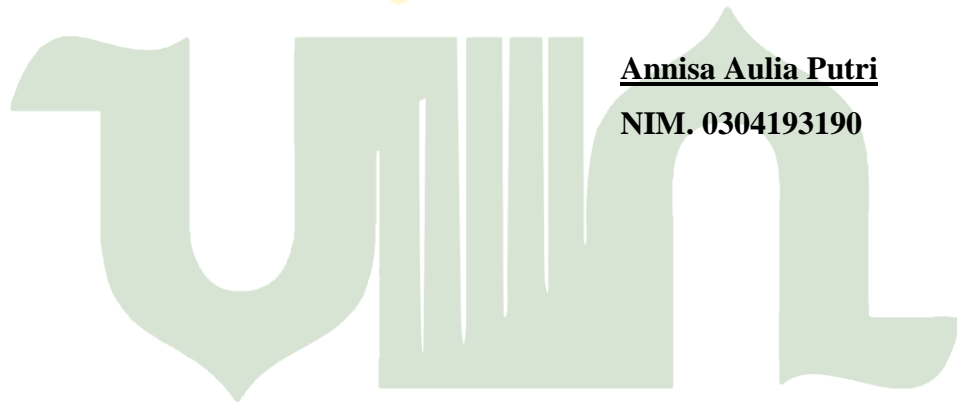


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