

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 The Definition of Grammar**

One of the components of language is grammar. According to As Hornby's Oxford Dictionary, grammar is the study of language principles that govern how words change forms and are combined to make sentences. According to (Harmer, 2008), the grammar of a languages explains how words may take on different forms and how sentences can be put together in that language. According to these definitions, Languages have a set of rules called grammar that specify how words or groups of words can be combined to produce sentences. Thus, the English grammar contains all of the rules for structuring sentences in English.

In a brief, English grammar is a rule of language that students of the language should understand so that their sentences clearly educate readers or listeners. Studying how effectively words, phrases, and sentences are created in sentences and when the grammatical pattern is employed correctly is a necessary part of learning grammar. Obviously, if we speak without following a certain grammar, our words will be useless. Because what we say or write won't be understood by our readers or listeners. The aim or message of our speech and writing could not be communicated. As a result, grammar educates people on how to talk and write properly. This would allow for efficient and understanding conversation.

##### **2.1.2 The Importance of Grammar**

Learning grammar may make it easier for students to comprehend every word while they are speaking, listening, or writing. According to (Baehaqi, 2005) it is hard for students to recognize and understand words with many meanings if they do not learn grammar. According to Greenbaum and Nelson (2006), Students can

learn the pronunciation, spelling, and meaning of words by using a dictionary. When students want to understand the meaning of the whole sentence, it will be difficult to use it. Gerald Nelson and Sidney Greenbaum (2006) argue that proper grammar will be helpful in this case. Grammar is an essential component of language that manages the relationship between the system of sounds or written symbols and the system of meaning, according to Greenbaum and Nelson (2006:1). As a result, knowing grammar aids students in both understanding and expressing what they wish to talk and write.

In summary, understanding of grammar can help learners acquire a second language. Due to the fact that a speaker's utterances of sentences convey ideas or meaning that are different from those of listeners or readers, it is important to master specific structure items (grammar) when learning a foreign language in order to support the mastery of four language skills more effectively. Furthermore, it helps language speakers comprehend one another so they may communicate clearly and efficiently. In other words, studying grammar is still necessary for language acquisition. It is also possible to conclude that studying grammar is necessary for English learners since inability to understand English grammar would give them a lot of problems. Also, by understanding the form, function, and meaning of certain grammatical terms, students may better grasp a language.

### **2.1.3 Teaching Grammar**

People use language to interact with one another. There are many different languages spoken world, and understanding them correctly requires knowledge of them. Students must work together and have a team discussion to evaluate the sentences' validity in this game. It's important to keep in mind that sentences should be recognize as students as correct or incorrect. This game aims to review grammar, not to teach students new structure.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ  
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: With kindness and wisdom, invite everyone to the path of your Lord, and only have a respectful debate with them definitely only your Lord "alone" has the knowledge of who has strayed from His Way and who is "rightly" guided (Ali, 2010).

An-Nahl: 125 details Allah's instructions to Prophet Muhammad on how to debate and discuss. "Argue" means discussion. Discussion is a teaching-learning technique in education that helps students join their points of view when problem-solving. The relationship between An Nahl: 125 and the game of Jeopardy game to find the best argument in problem-solving. As seen from the Jeopardy game's first stage, the students must discuss as a group before choosing the best answer.

The technique for teaching grammar is difficult and involves several aspects. It is a procedure in which students take part in a variety of tasks that improve their abilities to use all talents. However, effective grammar instruction depends on learning opportunities and an understanding of the grammar theory (Kimura, 2011). Moreover, (Ur, 1988) recommends four steps for teaching grammatical concepts, as follows:

#### 1) Presentation

By providing a text that contains the grammatical structure. It tries to help students in analyzing the structure and meaning of spoken and written forms. (Ur, 1988).

#### 2) Isolation and explanation

Students must focus on grammatical elements at this point. While this is going on, the teacher defines the forms, functions, and tenses. In order

make sure that students comprehend these many elements of structure, we must concentrate on grammatical elements (Ur, 1988).

### 3) Practice

Practice can be defined as practice both in the classroom and in homework. It encourages students to keep and learn the language. It also ensures that they are thoroughly learned (Ur, 1988).

### 4) Test

The examination may be used to assess how effectively they have grasped the content that they have been studying. In addition, to provide feedback on the learning students are receiving from their current class performance or homeworks (Ur, 1988). In essence, teaching grammar involves presenting learners with a text, explaining grammatical patterns, having them practice the patterns, and then testing them on their understanding.

#### **2.1.4 Tenses**

Grammar teaches students several linguistic rules. One of the key components of English structure is tense. People frequently believe that time and tenses are equivalent. According to (Wishon, 1980), "Tense signifies time". The speaker, reader, or listener must be made understand that the idea of time in connection to action only exists in their own minds. Tense only consistently connects to grammatical situations in actual usage. Time and tense sometimes don't match up at all. "Tense is a connection between the verb's form and that time of time it expresses an action or a condition," states (Richards, 2002). According to (Mas'ud, 1998) Tense is a verb form that indicates the moment at which an action occurred.

The four primary tenses are present, past, future, and past future. There are four categories for each of the four primary tenses. Simple present, present continuous, present perfect, and present perfect continuous are the four varieties of present tense. Simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense are the four different past tenses. These parts, Future and Past, are the same thing. The English tense has sixteen different tenses as a

result. Therefore, each tense structure functions a particular purpose in time. If students want to learn English, they need have a solid comprehension of the usage of tenses since it is impossible for them to have a strong command of the language without it.

### **A. The Definition of Simple Present Tense**

Any verb tense that refers to the time the event happens. According to Mas'ud (1998) Simple present tense describes an action that is now taking place. Additionally, the simple present tense is employed to describe continuing events, actions, or conditions. I'm from Indonesia, she doesn't like coffee, and I think you're wrong, for instance. Each of the statements uses the simple present tense. The Simple Present Tense, according to Collins (1990), is used to convey emotions and ideas that are currently being experienced as well as responses to incidents. Based on the above-mentioned descriptions, the writer could assume that the Simple Present Tense refers to anything that happens consistently or on a regular basis, something that is true generally, or an occurrence that occurs at the time of speaking or a state of being in the present.

### **B. The Use of Simple Present Tense**

According to (Soemartono & Suhardjito, 1995) said Simple Present Tense describes continuing happenings, routine actions, generic facts, and facts. It may also be used to describe any ongoing conditions or non-action states that characterize a scenario. Possession verbs include "have," "own," "belong," and "possess," as well as "know," "understand," "believe," and "think," as well as "like," "love," and "appreciate." Other verbs related to existing states include "cost," "weight," "look," "appear," "include," and "be".

Additionally, according to (Azar, 1995) , the Simple Present Tense is used to describe routine or daily activities. For example, *I wake up at 5 a.m. every morning*. In addition, Fuad Mas'ud noted that the following are examples of how to use the Simple Present Tense:

- a. To express a habitual action, e.g., *we always play basketball together, we usually study at night.*
- b. To state general action and truth, e.g.:
- 1) *The earth revolves around the sun.*
  - 2) *A month has thirty days.*
  - 3) *The sun rises in the east and sets in the west.*
- c. To describe what is happening right now or what conditions exist at that moment, e.g.:
- 1) *Maya dances beautifully.*
  - 2) *We don't go to school every Sunday.*
  - 3) *I work hard at home.*
- d. To describe future activity, use verbs of movement or travel like come, depart, leave, remain, or arrive, e.g.:
- 1) *The plane leaves tomorrow night.*
  - 2) *We leave for Bali in Saturday, our train arrives at 12.05.*
  - 3) *I arrive in Korea on Monday.*
- e. Simple Present Tense verbs like "agree," "consider," "expect," "like," "know," "prefer," "remember," "wish," and "want" can be used to convey the meaning of the Present Continuous Tense., e.g.:
- 1) *Udin likes a radio (not Udin is liking a radio),*
  - 2) *They agree with you (not they are agreeing with you).*

The simple present tense is used to express habit or everyday activity, general action or anything that is true in general, and future action, as may be concluded from the reasons given above.

### **C. Adverb used in Simple Present Tense**

The Simple Present Tense typically uses two different types of adverbs.

- They are time- and frequency-related adverbs.

### a) Adverb of Frequency

The simple present tense is frequently used in conjunction with a frequency adverb to indicate how frequently an activity occurs (Suroso, 2009). Simple Present Tense frequently uses the following frequency adverbs:

*Always*                      *frequently*      *normal*                      *sometimes*  
*Usually*                      *often*                      *occasionally*              *seldom,*              *rarely*  
*Hardly ever*                      *never*                      *almost never*

In Simple Present Tense, the adverb of frequency comes before the primary verb of a sentence, but after the verb to be and modal verbs (can, must, will, etc.).

For example: *My family always has bread for breakfast.*  
*I rarely go to the lake.*

### b) Adverb of Time

The following list of time adverbs can be used to create the simple present tense (Mas'ud, 1998:7):

*On Monday (Saturday, Friday, etc.)*  
*Every day (week, month, year, etc.)*  
*In the afternoon (night)*  
*Nowadays*  
*At night (noon)*  
*Today, tonight, etc.*

In Simple Present Tense statements, the adverb of time can be placed at the beginning or end of the phrase.

### c) The Forms of Simple Present Tense

Simple present tense is often divided into two main patterns, which are:

- Simple present tense including a main verb (V) and subject (S) (V).  
In this term, main verb or vs. without auxiliary.

### 1) Positive Form

<b>Subject</b>	<b>Main Verb (s/es/ies)</b>	<b>(Objective/Adverb)</b>
They	Play	Football
She	Buys	An egg
We	Eat	An apple
Kinan	Makes	A cake

- a. The basic verb is usually used by the subjects (he, she, it, they, we, we, and you), who are then followed by an object or an adverb.
- b. When the subject is in the first, second, or third person plural, the main verb is used without the suffix *s/es/ies*. However, if the subject is in the third person singular, the main verb can be used with the suffix *s/es/ies*. (Greenbaum & Nelson, 2002:153).

For example:

Pass → passes

eat → eats

Wash → washes

buy → buys

### 2) Negative Form

<b>Subject</b>	<b>Main Verb</b>	<b>Base Verb</b>	<b>(Object/Adverb)</b>
They	Do not	Play	Football
She	Does not	Buys	An egg
We	Do not	Eat	An apple
Kinan	Does not	Makes	A cake



Contractions for do not and does not are often used. Does not/does not is followed by the main verb, which is then followed by the subject (he, she, it, they, us, I, and you).

*Note:*

- a) *Do not* is used when the topic is in the first person, second person, or third person plural.
- b) *Does not* is used when the topic is in the third person singular.
- c) *Do not* and *Does not* are supported by the main verb.

### 3) Interrogative Form

#### a) Verbal Question

##### 1. Positive Verbal Question

Main Verb	Subject	Base Verb	(Object/ Adverb)
Do	They	Play	Football?
Does	She	Buys	An egg?
Do	We	Eat	An apple?
Does	Kinan	Makes	A cake?

##### 2. Negative Verbal Question

###### (a) Informal Expression

Main Verb	Subject	Base Verb	(Object/ Adverb)
Don't	They	Play	Football?
Doesn't	She	Buys	An egg?

**(b) Formal Expression**

Main Verb	Subject	Not	Base Verb	(Object/ Adverb)
Do	They	Not	Play	Football?
Does	She	Not	Buys	An egg?

*Do, Don't, Does, and doesn't* are all question words. For the third person singular, use *does* and *doesn't*; for the other people, use *do* and *don't*. *Do* and *does* are followed in verbal questions by the topic (the person or object performing the action) and the main word.

**b) Pronominal Question**

**1) Positive Pronominal Question**

QW	Main Verb	Subject	Base Verb	(object/ Adverb)
Where	Do	You	Go?	
Why	Does	He	Need	This book?
What	Do	They	Watch	Yesterday?
When	Does	She	Swim?	

**2) Negative Pronominal Question**

QW	Main Verb	Subject	Base Verb	(object/ Adverb)
Why	Don't	You	Go?	
Why	Doesn't	He	Need	This book?
What	Don't	They	Watch	Yesterday?
When	Doesn't	She	Swim?	

For asking subject:

<b>QW</b>	<b>Verb (s/es/ies)</b>	<b>Object</b>
Who	Writes	This letter?
Who	Buys	A new bike?
Who	Teaches	You France?
Who	Lives	Near the each?

For asking subject in negative form:

<b>QW</b>	<b>Main Verb</b>	<b>Base Verb</b>	<b>(Object)</b>
Who	Doesn't	Bring	French book?
Who	Doesn't	Do	The homework?
Who	Doesn't	Live	In Medan?
Who	Doesn't	Have	Brother?

The topic (the person or thing performing the action) is followed by the do or does, the main verb, and the W/H questions (where, when, what, why, who, how many, how many, how much).

- Simple Present Tense with "be" followed by noun, adjective, or adverb

1) Positive Form

<b>Subject</b>	<b>Be</b>	<b>Complement</b>
I	Am	A student
She	Is	My mother
We	are	Family

Although the words am, is, and are are verbs as well, they are not action words. They are the word "be" simple present tense. The simple present tense of the verb be, am, should be used with them. I, You, We, and They should all be followed by the pronouns am and are ( Anne & Mew, 2007). The subject (the person or thing performing the activity) should come first when writing a positive statement in the simple present with to be. Then, follows is, am, and are, and finally, a complement.

### **2.1.5 The Types of Game**

There are various types of game design for various stages, subjects, and student competence, such as:

#### **(a) Linguist Game**

The game's aim is language precision, such as using the right grammatical forms (Haldfield, 2003). For instance, there is the Jeopardy game, the puzzle, the future chair, and the circular chain game.

#### **(b) Communicative Game**

It focusing on successfully finishing games that require you to solve puzzles or complete pictures(Hadfield, 1999). A communicative game is one in which players share information with one another and try to create a social relationship through the game (Andrew Wright, David Betteridge, 2006). For instance, the Simon Says game, the matching game, and the search game.

#### **(c) Competitive Game**

A competitive game is one in which players compare their skills to those of all players. Students fight with other groups in activities that are competitive because they are highly motivated to succeed(Andrew Wright, David Betteridge, 2006). For instance, the games hangman, snakes and ladders, and the odd one out.

#### (d) Cooperative Game

A cooperative game is a collection of processes that allow individuals to work together to complete the game. In this occasion, the students cooperate and communicate while playing (Andrew Wright, David Betteridge, 2006). Examples include the treasure hunt, mime game, and the living sentence game.

#### 2.1.6 The Reason for Choosing the Game

Teachers must consider several factors when choosing a game as a learning technique. According to (Sugar, 2002) the variables that matter most are the audiences and the game's ability to represent students' knowledge, skills, and abilities. By using a real game as an example rather than an extended description, you may best create up a game. After the target language has been introduced and clarified, games can really be used at any time in the lesson, supporting the material. The researcher will present the student with the reward after they complete the guessing game. They will take enjoy in and become motivated by the reward. Giving praise is mentioned in Al-a'raf:170 of the Quran.

وَالَّذِينَ يُؤْمِنُونَ بِالْكِتَابِ وَأَقَامُوا الصَّلَاةَ إِنَّا لَا نُضِيعُ أَجْرَ الْمُصْلِحِينَ

*Means: As to those who hold fast by the book and establish Regular Prayer, -never shall we suffer the reward of the righteous to perish.*

People who follow the truth and hold firm are described in this passage. And those who consistently adhere to the book, specifically the Torah, by following the prophet Muhammad and practicing their guidance after learning about his characteristics and the good news about his arrival in the Torah, as well as those who fulfill the requirement of prayer completely and consistently, will be rewarded. The brief explanation above explains that motivation is a motivator or encouragement that causes students to have a reaction in the form of enthusiasm for learning in order to maintain success on the objective of teaching and learning.

According to (Andrew Wright, David Betteridge, 2006) there are a few reasons to use games in the classroom:

(a) The study of language is hard work

It is a basic knowledge need that requires assistance in helping students in comprehending, accurately repeating, adapting to, and using recently taught language in spoken interaction and written creation. In this case, the game improves and motivates students to support their academics and hobbies. As a result, students will have no trouble understanding the educational materials.

(b) Game provides one way to help students in experiencing language rather than merely study.

Experience implies that students will have a fantastic time playing. The reason for this is that games offer some practice that will be impressive (Andrew Wright, David Betteridge, 2006). Additionally, the play and competition that the game offers can improve the students' motivation. By participating in the action, students basically acquire language unconsciously (Saricoban & Metin, 2000).

### **2.1.7 Jeopardy Game**

#### **a) History of Jeopardy Game**

Jeopardy is a famous American quiz show. For this game, the class is shown a board with classifications and points (either in PowerPoint or on the blackboard). There are two types of Jeopardy game implementations: high-tech and low-tech. High Tech Version: Calls for a computer, PowerPoint, and a classroom Screen or projector. Following online directions, a Jeopardy board is constructed with categories, scores, and links. It will be possible to click on each point number to show a question. Paper, a blackboard, and magnets are low tech. The question is on one side of the paper, and the point number is on the other (Andrew Wright, David Betteridge, 2006).

## b) Teaching Simple Present Tense Using Jeopardy Game

The teacher must be able to use interesting techniques when teaching simple present tense so that the students are interested in and enjoying what they are learning. In this regard, the Prophet Muhammad made a reference to the idea of strategy in the teaching and learning process found in Shahih Bukhari's Kitabul 'Ilmi, specifically:

أَنَّ بَنَ مَالِكٍ - رَضِيَ اللهُ عَنْهُ - قَالَ قَالَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ " يَسِّرُوا وَلَا تُعَسِّرُوا، وَسَكِّنُوا وَلَا تُثَقِّرُوا ".

*The meaning: From Anas bin Malik, prophet Muhammad SAW said, "Give convenience and do not make it difficult, give good news and do not scare" (Shahih Bukhari, no.69).*

Based on that Hadith, the researcher made the conclusion that using different and efficient methods alone is not enough that optimize students' innate abilities. Of course, when the learning and teaching process is taking place, the teacher serves as the leader of the class and the guide for the students. The teacher must be able to make learning and instruction appropriate interesting, and enjoyable.

The Prophet used the question and answer technique as his learning strategy, as can be stated from the explanation of the mentioned hadith. He frequently responds to questions from his friends or the opposite. The question-and-answer format itself is a teaching strategy that enables open dialogue between teachers and students in order to show the reciprocity between teachers and students in this communication.

حَدَّثَنَا قُتَيْبَةُ بْنُ سَعِيدٍ وَعَلِيُّ بْنُ حُجْرٍ قَالَا حَدَّثَنَا إِسْمَاعِيلُ وَهُوَ ابْنُ جَعْفَرٍ عَنِ الْعَلَاءِ عَنْ أَبِيهِ عَنْ أَبِي هُرَيْرَةَ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ أَتَدْرُونَ مَا الْمُفْلِسُ قَالُوا الْمُفْلِسُ فِينَا مَنْ لَا دِرْهَمَ لَهُ وَلَا مَتَاعَ فَقَالَ إِنَّ الْمُفْلِسَ مِنْ أُمَّتِي يَأْتِي

يَوْمَ الْقِيَامَةِ بِصَلَاةٍ وَصِيَامٍ وَزَكَاةٍ وَيَأْتِي قَدْ شَتَمَ هَذَا وَقَذَفَ هَذَا وَأَكَلَ مَالَ هَذَا  
 وَسَفَكَ دَمَ هَذَا وَضَرَبَ هَذَا فَيُعْطَى هَذَا مِنْ حَسَنَاتِهِ وَهَذَا مِنْ حَسَنَاتِهِ فَيُنْفِقَتِ  
 حَسَنَاتُهُ قَبْلَ أَنْ يُقْضَى مَا عَلَيْهِ أَخَذَ مِنْ خَطَايَاهُمْ فَطُرِحَتْ عَلَيْهِ ثُمَّ طُرِحَ فِي النَّارِ.  
 (رواه مسلم)

*Meaning: Qutaibah ibn Sâ'id and Ali ibn Hujr said the hadith of Ismail, and he was an ibn Ja'far from 'Alâ from his father from Abu Hurairah ra. When Rasulullah SAW asked them, "Do you know who is a muflis (bankrupt)?" they replied, "People who do not have dirhams and treasures." The Apostle declared: "Truly, those who muflis from my ummah are those who will appear with (rewards for) prayer, fasting, and zakat on the Day of Judgment." When he arrived, he mistreated accused, ate, murdered, and thrashed the person while also shedding blood on them. After that, that individual receives their prize. If his kindness runs out before he can make amends for his errors, their crimes are seized and piled on him, and he is cast into hell (Asari, 2014).*

The main goal of this question-and-answer format is to allow teachers to find out how far their students comprehend and express what they have learned in lectures. Basically, discussion involves regularly sharing knowledge and experience in order to get at a more complete and easily understood of a subject or to prepare for or complete a decision-making process. Teaching simple present tense using Jeopardy games is very fascinating because students will be active and involved in this exercise. There are a few steps to follow when the instructor begins using a simple present tense game to educate:

1. Students are divided into groups by the teacher (about four or five group).
2. The teacher uses Power Point to present the images. Topics and five scores (ranging from 100 to 500) are included on the first page, along with questions or a clue obscured by the question mark.
3. After the preparation is complete, the teacher tells the first set of students to raise their hands.



**Figure 2.1**  
**Jeopardy log in**



4. The group is able to choose one subject and any number they want. For instance, group 2 chose the 200-point subject of Ham, Dog, Pie, and Rock. If the group is able to respond, they will receive a score of 200.

**Figure 2.2**  
**Score item in Jeopardy game**

The image shows a Jeopardy! score board. At the top, the word "JEOPARDY!" is written in a stylized, glowing orange font. Below it is a grid with five columns and three rows. The columns are labeled "Ham", "Dog", "Pie", "Rock", and "Orange". The rows are labeled with point values: "100", "200", and "300". Each cell in the grid contains the corresponding point value for that subject and value.

Ham	Dog	Pie	Rock	Orange
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300

5. The teacher will select a different group that quickly raises their hands if the group is unable to respond to the question or clue.
6. Students are not allowed to consult dictionaries, but they are allowed to discuss their group members for the correct answer.
7. The winning team is the one with the greatest total.
8. Following the completion of all queries, the instructor and students engage in a joint discussion.

### **c) Advantages and Disadvantages of Jeopardy Technique**

Jeopardy in the classroom helps stimulate competition and motivates students to learn. They will judge whether or not the answers provided by their classmates during the game they are hosting are accurate (Harry Friedman, 2011). Because there is a competition and there is a chance to win, the Jeopardy game can increase students' motivation. They will collaborate with their membership when they host. There are several benefits to using games as educational activities, including: Playing games can create a calm learning environment, keep learners interested in daily jobs (like remembering), and make well-designed games enjoyable to play and attractive to learners (Brown Abbie H. and Timothy D. Green., 2015). The students enjoy the activity, find it to be successful, and always remember what they have learned.

This game emphasizes student groups with the goal of having conversations with their friends, so it can be concluded that it can support collaboration between friends. Because they must compete with other players to correctly answer the topic in this game, the students can increase their motivation. However, when Jeopardy games are used to teach simple present tense, students are less likely to grow tired of the traditional way of instruction that the teacher used. However, if they are poorly designed or foster an environment of intense competition while learning, games can also move students' attention from the subject matter (Brown Abbie H. and Timothy D. Green., 2015).

One possible disadvantage is that some students might not appreciate the invasion of their privacy that results and individual scores disclose and debate in the open classroom (Gupta-Bhowon, Minu, et al., 2009). The students might be becoming complacent in this situation.

The Jeopardy game has the following disadvantages when used in educational activities: first, it takes time to explain to students how the game works so they can understand it. The teacher must also assess the question's level of difficulty. And lastly, the setting in the classroom is usually loud. Fourth, since

this game is played in a group, the passive students give control to the active students.

## 2.2 The Previous Research

1. Patimah Muleng conducted a research about *The Influence of Jeopardy Game On Students' Vocabulary Mastery At The Eight Grade of SMP Kartika II-2 (PERSIT) Bandar Lampung in The Academic Year of 2017/2018* discussed about how to Influence of Jeopardy Game On Students' Vocabulary Master in Junior High School. This research was published on 2018. The aim of this research was to determine if playing the Jeopardy game significantly affected students' vocabulary knowledge in the second semester of the eighth grade at SMP Kartika-II (Persit) Bandar Lampung. In this study, the researcher used experimental research. As a result, the researcher chooses a quasi-experimental approach, with a random subject selection. The research focused on second- through eighth-grade students at SMP Kartika II-2 (Persit) Bandar Lampung during the academic year 2017–2018. The researcher conducted a test to get the data. A pre-test and a post-test were both conducted. For the purpose of to assess the students' vocabulary ability through Jeopardy games, the researcher used a vocabulary test in which the students answered to multiple-choice questions. In the academic year 2017–2018, Jeopardy Game seems to have an effect on eighth graders at SMP Kartika II–2 Bandar Lampung's vocabulary competence (MULENG, 2018).
2. Robby Syukron Fauzi conducted a research about *The Effectiveness of Using Jeopardy Game in Teaching Simple Past Tense (An Experimental Study at the Tenth Grade of MAN Pematang in the Academic Year of 2013/2014)*.discussed about how to teaching simple past tense by using Jeopardy Game in Senior High School. This research was published on 2013. This thesis focuses on using Jeopardy to teach the simple past tense at an Islamic senior high school. These research' main goal is to determine

whether there is significant variation between students who were taught the simple past tense using the Jeopardy game and those who weren't. The main hypothesis of the study is that, among tenth graders at MAN Pematang in the academic year 2013–2014, there is a significant difference in students' achievement ratings for the Simple Past Tense between those who utilized the Jeopardy game approach to educate them and those who did not. This study is quantitative research. Experimental study methodology is the method employed. Tests were used as the tool for gathering data for this study. The tenth-grade students at MAN Pematang during the school year 2013–2014 are the focus of this research. There are 42 samples total. The writer uses a random sampling method to collect the sample. Class X.10.1 was selected as the experimental group that received Simple Past Tense instruction using the Jeopardy Game Technique, and class X.9 was selected as the control group that did not receive Simple Past Tense instruction. The achievement scores of the tenth-grade students at MAN Pematang in the school year 2013–2014 vary significantly between those who received instruction in the simple past tense using the Jeopardy Game Method and those who did not (Fauzi, 2014).

3. Bimo et al. conducted a research about *The Effectiveness of Multimedia in Teaching Simple Present Tense for the Junior High School*. This research was published on 2021. The study's aims were to explain how interactive multimedia was used and to identify the level of resistance among eighth-grade students at SMP Muhammadiyah 1 Surakarta to learning the Simple Present Tense. The research used a teaching experiment with a non-equivalent pre-test post-test experimental group approach to evaluate and use students' professional cognition, operational skill cognition, and level of learning achievement throughout the learning process. There were no significant variations between the groups with regard to of operation skills cognition or professional cognition. The treatment using multimedia, on the other hand, resulted in higher achievement than the conventional learning procedures, as

shown by the significant difference in learning achievement. Through explanations of the findings are given, along with suggestions for additional study. The findings shown that using multimedia into the teaching and learning process not only helped the teacher in communicating the target language to the students, but also motivated them to learn by identifying them to auditory and visual materials that attracted their attention and motivated them to pay closer attention to the lesson (Bimo et al., 2021).

4. Solihat & Syahrizal conducted a research about *The Implementation of Jigsaw Method in Teaching Simple Present Tense*. This research was published on March 2020. This research used descriptive qualitative methods. The tenth-grade Hotel Accommodation students of SMK Dwi Putra Sindangkerta served as the topic of the author's subject study. Simple present participle is easy to teach using any technique. The jigsaw technique is one of them. Because it is simple to use, this technique is frequently used by more teachers in Indonesia. They make it simpler for there to comprehend. The parts that the writer uses the jigsaw technique for are the pre-activity, group division, choice of group leader, activity for group review, submission of a task, and evaluation. Jigsaw exercises can be used to teach the basic present tense in a way that is both efficient and increases student motivation (Solihat & Syahrizal, 2020).

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5. Sepyanda & Handayani conducted a research about *The Effect of Jeopardy Game toward Students' Vocabulary Mastery*. This research was published on January 2021. One of the linguistic abilities that students should master when studying a language is vocabulary. It plays an important role in helping the students comprehend and put the four fundamental abilities of language acquisition into practice. The majority of instructors pay little attention to the media they employ to increase students vocabulary proficiency. The purpose of this study was to determine whether or not using the Jeopardy Game had an impact on the students' vocabulary

retention. This research used a quasi-experimental methodology. 186 kids from SMAN 1 Bukit Sandi in the second grade, divided into 6 classes, made up the study's population. A vocabulary test served as the study's main research instrument. Jeopardy was used in the experiment class whereas Guessing Game was used in the control class for instruction. In conclusion, in the Second Grade of SMAN 1 Bukit Sandi in the 2020–2021 Academic Year, there were significant differences between students who were taught utilizing the Guessing Game and the Jeopardy Game. The Jeopardy Game has a beneficial impact on students' language comprehension, according to its application. To make studying in the classroom more enjoyable and interesting for students, teachers can learn the best practices and technical requirements. This finding shows that students who are taught using a Jeopardy game may improve their vocabulary acquisition abilities more than students who are taught using a guessing game (Sepyanda, 2021).

6. (Rusdiyana et al., 2021) conducted a research about *Student's Perception towards the Use of Jeopardy Game in English Learning*. This research was published on Januari-Juni 2021. The present research seeks to identify the student's perception of the use of Jeopardy Game, as well as to investigate how the teacher uses Jeopardy Game in English learning. A qualitative study conducted at the senior high school level in Surabaya served as the basis for this research study. To collect the data, a closed-ended questionnaire was used. The findings demonstrate how interesting, comfortable, enjoyable, fun, and interesting Jeopardy Game is for learning English. Additionally, it increases the student's motivation to acquire English. Additionally, Jeopardy Game helps students improve their vocabulary, remember previous knowledge, speak more fluently, and develop critical thinking. Considering its many advantages in raising students' engagement in the classroom, this research recommends integrating Jeopardy into the learning process.

### 2.3 Conceptual Framework

One of the key components of acquiring English as a foreign language is grammar. If students want to understand the language itself, they must first understand grammar. Grammar tenses are one subject that students must acquire as they study. Tenses include grammatical learning subjects as one of the learning topics that students must master, so learning tenses is also important. But students have a lot of difficulties understanding the different tenses. For students to understand grammar and develop an interest in studying it, English teachers at schools need to set up an appropriate learning situation. The use of appropriate media in teaching-learning might increase students' interest in participating in the learning process. There are many methods that can be applied in the learning activity.

The effect of the Jeopardy game in teaching simple present tense to SMP IT Nurul 'Ilmi eighth grade students during the school year 2022–2023 is the topic of this quantitative study. The Jeopardy game will be used in this study to better understand and assess students' language proficiency. The researcher will next observe this procedure to see whether there is a significant difference in score between students who were taught by the Jeopardy game and students who were not taught by the Jeopardy game in eighth grade students at SMP IT Nurul 'Ilmi in academic year 2022/2023.

The method for understanding the following statements describes the impact of the Jeopardy game on eighth-graders at SMP IT Nurul 'Ilmi during the school year 2022–2023: First, the experimental and control groups will be given a pre-test. Second, after reviewing the pre-test results, the researcher tells the experimental group with the Jeopardy game and the control group without the Jeopardy game. Third, both the experimental and control groups will receive a post-test from the researcher. Finally, the researcher will examine the results and determine whether there is significant difference between them.

**Figure 2.3**

Conceptual framework

The research observed  
the students learning

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The researcher makes the  
research planning through  
lesson plan

The researcher gives pretest to  
know student's competence toward  
simple present tense

The researcher teach in  
the control class by using  
technique discussion

The researcher teach in  
the experimental class by  
using Jeopardy Game

## 2.4 Hypothesis

The researcher created the following theory, taking into consideration the framework of theories and framework of thinking mentioned above:

Ho: There is no significant the effect of Jeopardy Game in teaching simple present tense in Junior high school.

Ha: There is significant the effect of Jeopardy Game in teaching simple present tense in Junior high school.