

ABSTRACT

Camelia, Rahma., 2026. *Utilizing “Jeopardy” in Teaching English to Improve Students’ Reading Comprehension (A Pre-Experimental Research to the 12-th Grade Students of SMA Negeri 1 Karangreja in Academic Year of 2025/2026).* Thesis Supervisor 1: Slamet Riyadi, S.S., M.Pd., Thesis Supervisor 2: Novita Pri Andini, S.Pd., M.Pd., Chief External Examiner: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. External Examiner: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

This research addressed the issue of students’ low reading comprehension in English texts. Therefore, the aims of this research were: (1) to determine the effectiveness of the Jeopardy Game in improving students’ reading comprehension skills, (2) to identify the reading aspects that showed the most significant improvement after the intervention, and (3) to examine students’ perceptions of the implementation of the Jeopardy Game in English language learning. A quantitative approach with a pre-experimental research design (one-group pre-test and post-test) was used in this study. The research population consisted of all twelfth-grade students at SMA Negeri 1 Karangreja, with a sample of 35 students from class XII C selected through a purposive sampling technique. The research instruments included tests (pre-test and post-test) and a closed-ended questionnaire. Quantitative data were analyzed using the Wilcoxon-Signed Rank Test for hypothesis testing, while descriptive statistics were used to analyze the questionnaire data. The findings indicated a statistically significant improvement in students’ reading comprehension, with the mean score increasing from 52.71 in the pre-test to 69.71 in the post-test. The results of the Wilcoxon test showed a p -value of 0.001 ($p < 0.05$), indicating that the null hypothesis was rejected. These results confirm that the Jeopardy Game was effective in improving students’ reading comprehension skills. Further analysis revealed that acknowledging the main idea and understanding vocabulary showed the most substantial gains, followed by skills in identifying specific information and making inferences. Furthermore, the questionnaire results confirmed that students had a very positive perception of using the Jeopardy Game in learning English, as indicated by the mean score for each aspect exceeding 3.00.

Keywords: Jeopardy Game, Game-based Learning, Pre-Experimental, Reading Comprehension, Students’ Perception

ABSTRAK

Camelia, Rahma., 2026. *Utilizing “Jeopardy” in Teaching English to Improve Students’ Reading Comprehension (A Pre-Experimental Research to the 12-th Grade Students of SMA Negeri 1 Karangreja in Academic Year of 2025/2026).* Pembimbing Skripsi 1: Slamet Riyadi, S.S., M.Pd., Pembimbing Skripsi 2: Novita Pri Andini, S.Pd., M.Pd., Ketua Penguji Eksternal: Muhamad Ahsanu, S.Pd., M.Sc., M.Hum., Ph.D. Penguji Eksternal: Mustasyfa Thabib Kariadi, S.Pd., M.Pd. Kementerian Pendidikan Tinggi, Sains, dan Teknologi, Universitas Jenderal Soedirman, Fakultas Ilmu Budaya, Jurusan Pendidikan Bahasa Inggris, Program Studi S1 Pendidikan Bahasa Inggris, Purwokerto.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman membaca siswa dalam teks bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk: (1) menguji efektivitas Jeopardy Game dalam meningkatkan kemampuan pemahaman membaca siswa, (2) mengidentifikasi aspek membaca yang mengalami peningkatan paling signifikan setelah intervensi, dan (3) mengetahui persepsi siswa terhadap penerapan Jeopardy Game dalam pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental (*one group pre-test dan post-test*). Sampel penelitian berjumlah 35 siswa dari kelas XII C yang dipilih melalui teknik *purposive sampling*. Instrumen penelitian berupa tes (*pre-test dan post-test*) dan kuesioner tertutup dengan skala Likert. Data hasil tes dianalisis menggunakan uji Wilcoxon untuk membandingkan nilai rata-rata *pre-test* dan *post-test*, sementara data kuesioner dianalisis menggunakan statistik deskriptif dengan menghitung nilai rata-rata. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata siswa yang signifikan, yaitu dari 52.71 pada *pre-test* menjadi 69.71 pada *post-test*. Lebih lanjut, hasil uji Wilcoxon menunjukkan nilai signifikansi sebesar 0.001 ($p < 0.05$), yang berarti hipotesis nol (H_0) ditolak. Dengan demikian, dapat disimpulkan bahwa Jeopardy Game secara efektif meningkatkan pemahaman membaca siswa secara signifikan. Analisis lebih lanjut menunjukkan bahwa peningkatan paling menonjol terjadi pada aspek kemampuan menentukan ide pokok dan pemahaman kosakata, diikuti oleh kemampuan mengidentifikasi informasi spesifik, dan inferensi. Selain itu, hasil kuesioner mengonfirmasi bahwa siswa memiliki persepsi yang sangat positif terhadap penggunaan Jeopardy Game dalam pembelajaran. Hal ini ditunjukkan oleh skor rata-rata pada setiap aspek yang melebihi 3,00.

Kata kunci: Jeopardy Game, Pemahaman Membaca, Pembelajaran Berbasis Permainan, Persepsi Siswa, Pre-Eksperimental