

APPENDICES

Appendix 1. Expert Judgement Observation Checklist

Blueprint of Observation Checklist

According to the implementation of game in English teaching from Zhang (2018), the procedure consists of 1) Choosing appropriate games, 2) The integration of games into learning, 3) making rules, 4) Time limitation, 5) Rewards and penalties.

Date of Observation: DD/MM/YY

Observation Code : The first/ second observation

No.	Aspects	Items of Instrument	Yes	No	Notes	Number of Items
1.	Choosing appropriate games	1. Jeopardy game is a proper game for the students in the classroom.				1
2.	The integration of games into learning	1. Jeopardy game is appropriate to be elaborated with the learning material. 2. Jeopardy game is appropriate for the conducted learning activities. 3. Jeopardy game gives significant role in attaining learning goals. 4. Jeopardy game can help to create a good atmosphere during the learning process.				4
3.	Making Rules	1. Jeopardy game contains rules in the game as the playing guide.				1

4.	Time Limitation	1. Jeopardy game can be played in 40 minutes				1
		(one hour teaching-learning practice in the classroom of SMP Negeri 4 Singaraja).				
5.	Rewards and penalties	1. Jeopardy game contains score rewards and present rewards for the students as the motivation in gaining the score. 2. Jeopardy game contains penalties in the shape of score reduction for the students as the reminder to be detail in the learning process.				2

Expert Judgement of Observation Checklist

Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M.A.

No.	Items of Instrument	Relevant	Irrelevant	Note
1.	Jeopardy game is a proper game for the students in the classroom.	√		
2.	Jeopardy game is appropriate to be elaborated with the learning material.	√		
3.	Jeopardy game is appropriate for the conducted learning activities.	√		
4.	Jeopardy game gives significant role in attaining learning goals.	√		
5.	Jeopardy game can help to create a good atmosphere during the learning process.	√		

6.	Jeopardy game contains rules in the game as the playing guide.	√		
7.	Jeopardy game can be played in 40 minutes (one hour teaching-learning practice in the classroom of SMP Negeri 4 Singaraja).	√		
8.	Jeopardy game contains score rewards and present rewards for the students as the motivation in gaining the score.	√		
9.	Jeopardy game contains penalties in the shape of score reduction for the students as the reminder to be detail in the learning process.	√		

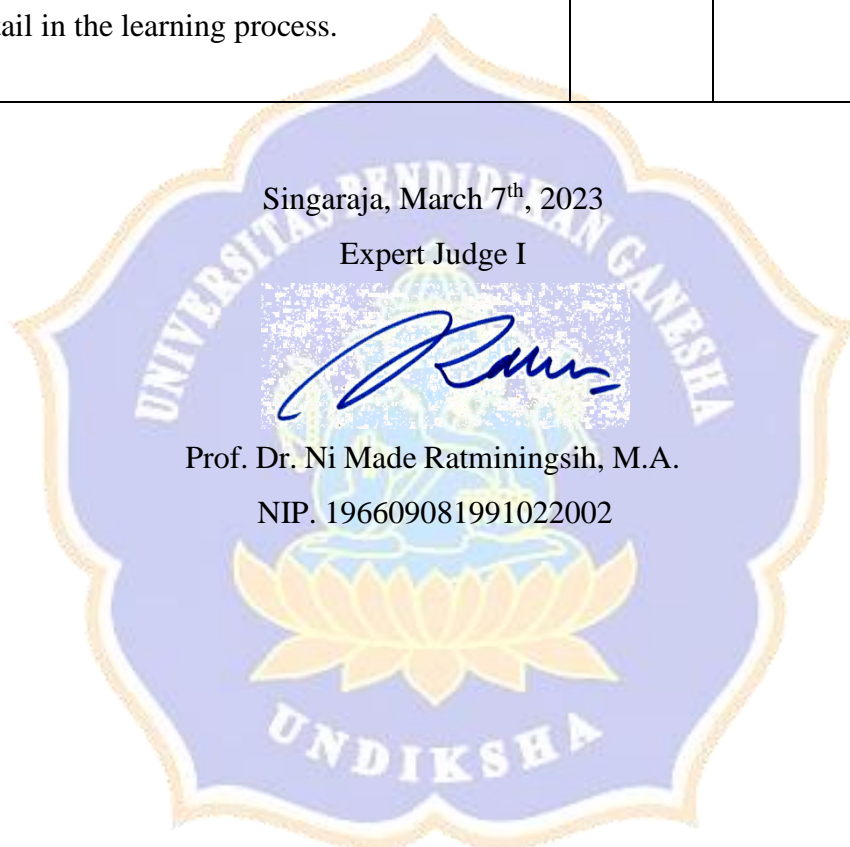
Singaraja, March 7th, 2023

Expert Judge I



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002



Expert Judgement of Observation Checklist

Expert Judge II: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No.	Items of Instrument	Relevant	Irrelevant	Note
1.	Jeopardy game is a proper game for the students in the classroom.	√		
2.	Jeopardy game is appropriate to be elaborated with the learning material.	√		
3.	Jeopardy game is appropriate for the learning activities that is conducted.	√		
4.	Jeopardy game gives significant role in attaining learning goals.	√		
5.	Jeopardy game can help to create a good atmosphere during the learning process.	√		
6.	Jeopardy game contains rules in the game as the playing guide.	√		
7.	Jeopardy game can be played in 40 minutes (one hour teaching-learning practice in the classroom of SMP Negeri 4 Singaraja).	√		
8.	Jeopardy game contains score rewards and present rewards for the students as the motivation in gaining the score.	√		
9.	Jeopardy game contains penalties in the shape of score reduction for the students as the reminder to be detail in the learning process.	√		

Singaraja, March 7th, 2023

Expert Judge II

Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 198304022006042001

Speaking means creating conversations with the target of conveying meaning in interactive actions, which involve the speakers and listeners (Brown, 2001).	1.	4.7.1 Creating a short conversation which involves the act of asking and giving information related to routine actions or general truths with the correct social function, text structures and linguistic elements.						1					1	1
	2.	4.8.1 Creating a short conversation which involves the act of asking and giving information related to the circumstances / actions / activities / events that are being carried out / taking place when spoken with the correct social function, text structures and linguistic elements.						2					2	1
Total number of items														2

Speaking Post Test

What are the things that you usually do every day? Tell the class about your daily activities in 5 to 10 sentences.

What are you doing right now? Tell the class about your activities now in 5 to 10 sentences.

Tabel I. Speaking Test Rubric by Brown & Abeywickrama (2010)

Students' Speaking Skill Rubric						
Students' Name	Excellent	Very Good	Good	Sufficient	Poor	Comment

Rating Points	5	4	3	2	1	
Criteria						
Fluency and Coherence						
Lexical Resource and Range						
Grammatical Range and Accuracy						
Pronunciation						
Interaction (Listen and Respond)						
Total						

Tabel II. The description of Speaking Skill Rubric by Brown & Abeywickrama (2010)

	Excellent	Very Good	Good	Sufficient	Poor
	Score 5	Score 4	Score 3	Score 2	Score 1
Fluency and Coherence	Speaking fluently with coherent explanation for the topic and rare repetition or self-correction.	Speaking fluently on a normal level and giving participation in conversation with several repetition or self-correction.	The speaker can do discussion with reasonable ease for certain topics. Sometimes, the speaker must grope for words.	The speaker has the confidence in speaking but only in the ordinary social situation and casual conversation. The speaker most likely stops talking because	The speaker has lots of stops while speaking and lots of interruption.

				of the lack of vocabulary.	
Lexical Resource and Range	The speaker shows an excellent mastery of the topic and has excellent ability to elaborate the topic.	The speaker shows very good mastery in the topic and gives a clear description about the topic.	The speaker shows a good understanding of the topic and gives sufficient supporting detail of elaboration.	The speaker shows a fair understanding of the topic and gives few supporting details of elaboration.	The speaker shows a poor understanding of the topic and less supporting detail of elaboration.
Grammatical Range and Accuracy	The speaker uses the language accurately with the use of complex sentences. The speaker has only minor grammatical occurrences.	The speaker is able to speak the language correctly at all levels often needed for professional purposes. Grammar mistakes are infrequent.	The speaker has good grammar control and participates successfully in most formal and casual talks on practical, social, and professional themes.	The speaker can handle simple structures with reasonable accuracy most of the time but does not have thorough or assured grammatical control.	The speaker has common grammar mistakes, but the point of the talk is still to be understood.
Pronunciation	The speaker gives very clear articulation, appropriate intonation, and is easy to understand.	The speaker has some mistakes in articulation but still understandable and appropriate intonation.	The speaker gives some mistakes that make the listener need to concentrate more and some misunderstandings that can happen.	The speaker's speech is hard to understand because of common problems in articulation and intonation. The speaker is mostly asked to repeat the talks.	The speaker has serious problems in articulation and cannot be understood.

Interaction (Listen and Respond)	Demonstrate a very good interaction in the discussion. The speaker participates actively in conversation including asking and giving feedback to the speaking partners	Demonstrate a good interaction including asking and giving feedback to the speaking partners. The speaker participates actively in the conversation but at some point, does not develop the interaction.	Demonstrate sufficient interaction including asking and giving feedback to the speaking partners. The speaker sometimes does not give feedback in some interactions.	Demonstrate less interaction. The speaker most likely is not giving feedback and contributes less to the conversation.	Demonstrate a poor or almost no interaction including asking and giving feedback to the speaking partners
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Source: Brown, H. D. & Abeywickrama, P. (2010). Language assessment: principles and classroom practice (2nd ed.). New York: Pearson Education Inc.

Expert Judgment Form
Expert 1: Prof. Dr. Ni Made Ratminingsih, M. A.

Language Competency	Items Numbers	Decision		Suggestion
		Relevant	Irrelevant	
Speaking	1	√		
	2	√		

Singaraja, May 5th, 2023
Judge,



Prof. Dr. Ni Made Ratminingsih, M. A.
NIP. 196609081991022002



Expert Judgment Form

Expert 2: Dr. I. G. A. Lokita Purnamika Utami, S. Pd, M. Pd.

Language Competency	Items Numbers	Decision		Suggestion
		Relevant	Irrelevant	
Speaking	1	√		
	2	√		



Singaraja, May 5th, 2023

Judge,

Dr. I. G. A. Lokita Purnamika Utami, S. Pd,
M. Pd.

NIP. 198304022006042001

Appendix 3. Expert Judgement of Speaking Skill Observation Table

Expert Judgement of Speaking Skill Observation Table**Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M. A.**

No.	Aspects	Items of Instrument	Relevant	Irrelevant	Note
1.	Fluency and Coherence	Fluency and Coherence	√		
2.	Lexical Resource and Range	Lexical Resource and Range	√		
3.	Grammatical Range and Accuracy	Grammatical Range and Accuracy	√		
4.	Pronunciation	Pronunciation	√		
5.	Interaction (Listen and Respond)	Interaction (Listen and Respond)	√		

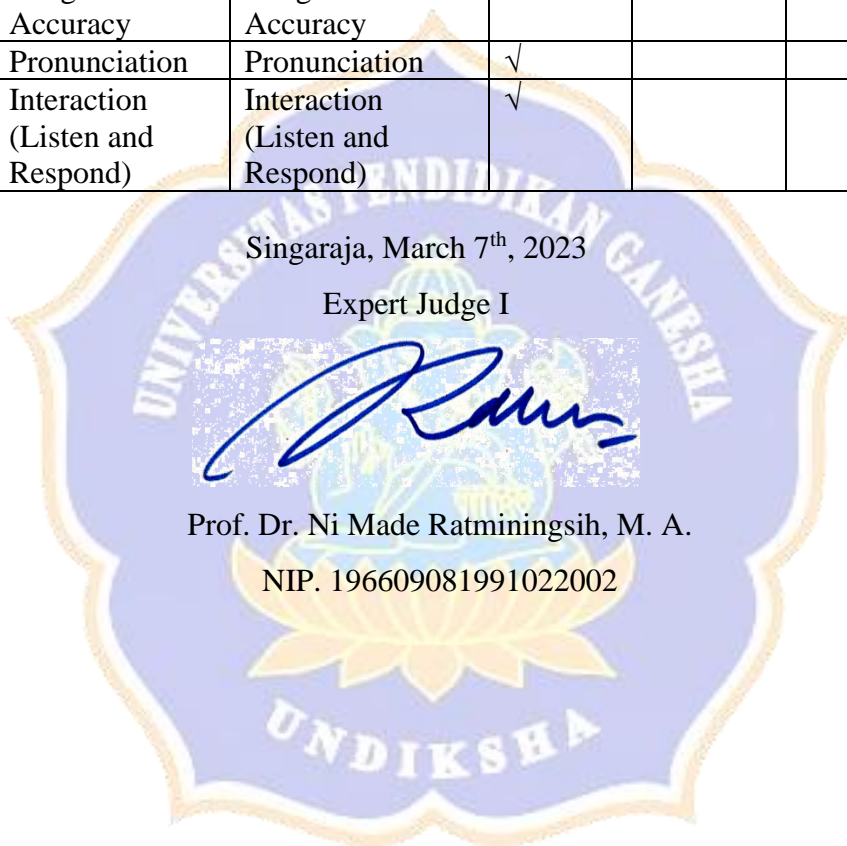
Singaraja, March 7th, 2023

Expert Judge I



Prof. Dr. Ni Made Ratminingsih, M. A.

NIP. 196609081991022002



Expert Judgement of Interview Guide
Expert Judge I: Prof. Dr. Ni Made Ratminingsih, M. A.

No.	Aspect	Items of Instrument	Relevant	Irrelevant	Note
1.	Experience	<p>1. Pernahkah anda bermain game ketika belajar Bahasa Inggris sebelumnya? Jika “Ya”, permainan apakah itu?</p> <p style="text-align: center;"><i>Have you ever played any games while learning English before? If yes, what game is it?</i></p>	√		
		<p>2. Pernahkah anda bermain Jeopardy sebelumnya?</p> <p style="text-align: center;"><i>Have you ever played Jeopardy game before?</i></p>	√		
		<p>3. Apakah anda memiliki kesulitan dalam bermain Jeopardy?</p> <p style="text-align: center;"><i>Do you have any difficulties in playing Jeopardy game?</i></p>	√		
		<p>4. Apa bagian yang anda suka dalam bermain Jeopardy untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris?</p>	√		

		<p><i>What is your favourite part in playing Jeopardy game to improve English speaking skill?</i></p>			
		<p>5. Apakah anda mengerti topik pembelajaran lebih baik dengan bermain game Jeopardy ketika belajar?</p> <p><i>Do you understand the topic better by playing jeopardy game while learning?</i></p>	√		
		<p>6. Peningkatan yang mana dalam skill berbicara yang anda rasakan karena bermain Jeopardy (fluency and coherence, lexical resource and range, grammatical range and accuracy, pronunciation, interaction (listen and respond))?</p> <p><i>Which improvement in speaking skill that you feel because of playing Jeopardy game (fluency and coherence, lexical resource and range, grammatical range and accuracy, pronunciation,</i></p>	√		

		<i>interaction (listen and respond))?</i>			
2.	Opinion	<p>1. Apakah kamu suka bermain Jeopardy dalam kelas?</p> <p><i>Do you like playing jeopardy game in English class?</i></p>	√		
		<p>2. Apakah Jeopardy adalah permainan yang sulit/ medium/ mudah untuk dimainkan? Mengapa?</p> <p><i>Is Jeopardy game a hard/ medium/ easy game to play? Why?</i></p>	√		
		<p>3. Apakah pendapat anda tentang menggunakan Bahasa Inggris dalam berbicara ketika bermain Jeopardy?</p> <p><i>What is your opinion about speaking in English while playing Jeopardy game?</i></p>	√		
		<p>4. Dalam proses bermain Jeopardy, apakah anda menikmati berkomunikasi dengan teman – teman dalam Bahasa Inggris?</p> <p><i>In the process of playing</i></p>	√		

		<i>jeopardy game, did you enjoy communicating with your friends in English?</i>			
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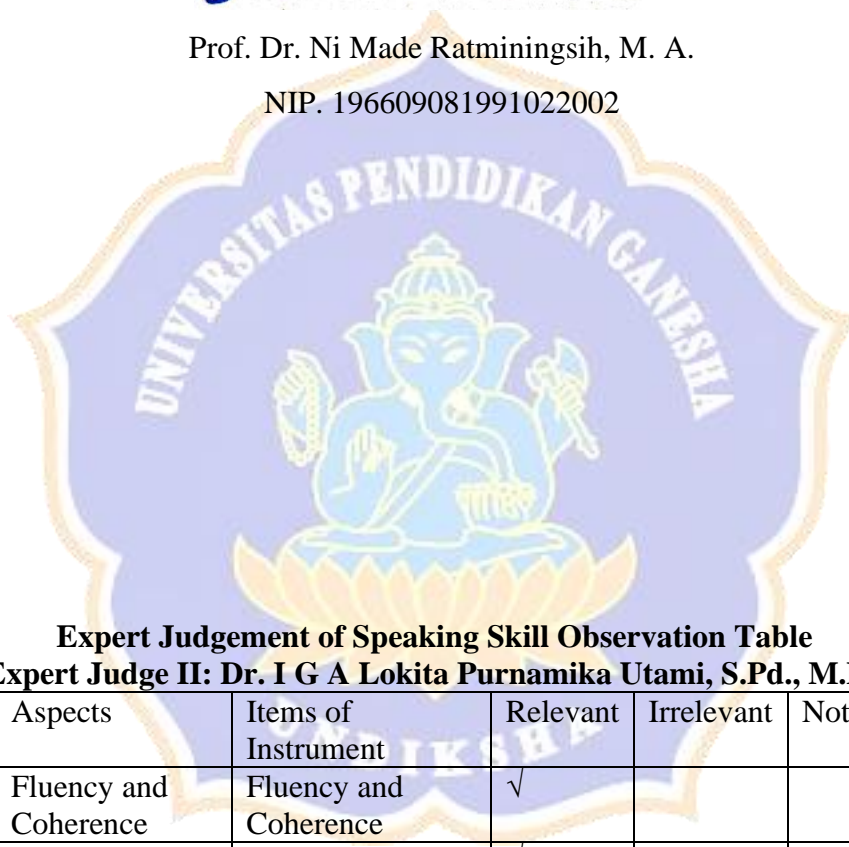
Singaraja, March 7th, 2023

Expert Judge I



Prof. Dr. Ni Made Ratminingsih, M. A.

NIP. 196609081991022002

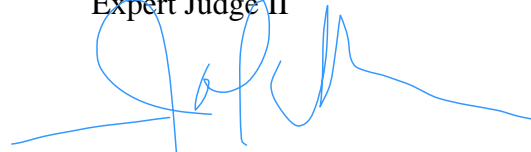


Expert Judgement of Speaking Skill Observation Table
Expert Judge II: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No.	Aspects	Items of Instrument	Relevant	Irrelevant	Note
1.	Fluency and Coherence	Fluency and Coherence	√		
2.	Lexical Resource and Range	Lexical Resource and Range	√		
3.	Grammatical Range and Accuracy	Grammatical Range and Accuracy	√		
4.	Pronunciation	Pronunciation	√		
5.	Interaction (Listen and Respond)	Interaction (Listen and Respond)	√		

Singaraja, March 7th,
2023

Expert Judge II



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd
NIP. 198304022006042001



Expert Judgement of Interview Guide
Expert Judge II: Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

No.	Aspect	Items of Instrument	Relevant	Irrelevant	Note
1.	Experience	<p>1. Pernahkah anda bermain game ketika belajar Bahasa Inggris sebelumnya? Jika “Ya”, permainan apakah itu?</p> <p style="text-align: center;"><i>Have you ever played any games while learning English before? If yes, what game is it?</i></p>	√		
		<p>2. Pernahkah anda bermain Jeopardy sebelumnya?</p> <p style="text-align: center;"><i>Have you ever played Jeopardy game before?</i></p>	√		
		<p>3. Apakah anda memiliki kesulitan dalam bermain Jeopardy?</p> <p style="text-align: center;"><i>Do you have any difficulties in playing Jeopardy game?</i></p>	√		
		<p>4. Apa bagian yang anda suka dalam bermain Jeopardy untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris?</p>	√		

		<p><i>What is your favourite part in playing Jeopardy game to improve English speaking skill?</i></p>			
		<p>5. Apakah anda mengerti topik pembelajaran lebih baik dengan bermain game Jeopardy ketika belajar?</p> <p><i>Do you understand the topic better by playing jeopardy game while learning?</i></p>	√		
		<p>6. Peningkatan yang mana dalam skill berbicara yang anda rasakan karena bermain Jeopardy (fluency and coherence, lexical resource and range, grammatical range and accuracy, pronunciation, interaction (listen and respond))?</p> <p><i>Which improvement in speaking skill that you feel because of playing Jeopardy game (fluency and coherence, lexical resource and range, grammatical range and accuracy, pronunciation,</i></p>	√		

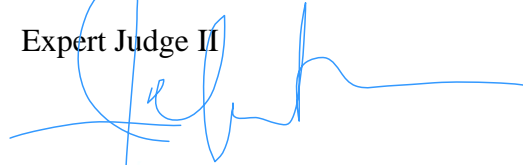
		<i>interaction (listen and respond))?</i>			
2.	Opinion	<p>1. Apakah kamu suka bermain Jeopardy dalam kelas?</p> <p><i>Do you like playing jeopardy game in English class?</i></p>	√		
		<p>2. Apakah Jeopardy adalah permainan yang sulit/ medium/ mudah untuk dimainkan? Mengapa?</p> <p><i>Is Jeopardy game a hard/ medium/ easy game to play? Why?</i></p>	√		
		<p>3. Apakah pendapat anda tentang menggunakan Bahasa Inggris dalam berbicara ketika bermain Jeopardy?</p> <p><i>What is your opinion about speaking in English while playing Jeopardy game?</i></p>	√		
		<p>4. Dalam proses bermain Jeopardy, apakah anda menikmati berkomunikasi dengan teman – teman dalam Bahasa Inggris?</p> <p><i>In the process of playing</i></p>	√		

		<i>jeopardy game, did you enjoy communicating with your friends in English?</i>			
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Singaraja, March 7th,

2023

Expert Judge II



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd

NIP. 198304022006042001



Appendix 4. RPP

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMP Negeri 4 Singaraja
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / Ganjil
 Materi : *Asking and giving opinion*
 Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, menanggapi, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Tujuan Pembelajaran

1. Menyebutkan ungkapan *asking and giving opinion* dalam percakapan yang diberikan dengan benar.
2. Menjawab pertanyaan terkait tindakan *asking and giving opinion* diberikan dengan tepat.

C. Langkah Pembelajaran

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Berdoa bersama dan memeriksa kehadiran siswa • Kegiatan awal dengan bertanya pendapat siswa mengenai hewan kucing dan anjing dengan menunjukkan gambar, serta mengaitkan dengan materi <i>Asking and giving opinion</i>. 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru mengarahkan siswa membedakan ekspresi yang termasuk ke dalam <i>asking and giving opinion</i>. • Bermain Jeopardy game. ✓ Guru membagi siswa menjadi 5 kelompok, masing - masing kelompok menunjuk ketua 	30 menit

	<ul style="list-style-type: none"> ✓ Guru menjelaskan mekanisme permainan <i>jeopardy</i> kepada siswa. ✓ Papan skor ditunjukkan ke siswa, semakin tinggi papan skor, semakin rumit kemungkinan jawaban yang diberikan ✓ Guru menunjukkan contoh cara menjawab ✓ Skor 100 : <i>"In my opinion, math is hard"</i> Jawaban <i>"what is your opinion about math?"</i> ✓ Permainan dimulai dengan satu kelompok menjawab bergiliran dalam waktu maksimal berdiskusi 1 kelompok maksimal 3 menit. Giliran menjawab dilanjutkan ke kelompok berikutnya jika waktu berdiskusi telah habis. Masing - masing kelompok mengumpulkan skor sebanyak - banyaknya. ✓ Kelompok dengan skor terbanyak adalah pemenangnya. 	
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan ekspresi <i>asking and giving opinion</i> bersama. • Melaksanakan doa penutup bersama. 	5 menit

D. Penilaian

Sikap : Observasi saat pembelajaran tentang sikap kritis, kerja sama, dan komunikatif.

Pengetahuan : Tugas menjawab pertanyaan yang ada dalam Jeopardy Game

Keterampilan : (a) Proses: diskusi

E. Media Pembelajaran

Gambar pada power point.

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMP Negeri 4 Singaraja
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / Ganjil
 Materi : *Asking and giving opinion*
 Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, menanggapi, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

B. Tujuan Pembelajaran

1. Menyebutkan ungkapan *asking and giving opinion* dalam video percakapan yang diberikan dengan benar.
2. Menjawab pertanyaan terkait tindakan *asking and giving opinion* dalam percakapan yang diberikan dengan tepat.

C. Langkah Pembelajaran

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Berdoa bersama dan memeriksa kehadiran siswa • Kegiatan awal dengan menonton video percakapan di youtube yang menggunakan ungkapan <i>asking and giving opinion</i> • Guru mengajak siswa berdiskusi bersama mengenai ungkapan yang ada di dalam video dan mengelompokkan ke dalam <i>asking and giving opinion</i> yang tepat. 	12 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Bermain Jeopardy game. <p>✓ Guru membagi siswa menjadi 5 kelompok, masing - masing kelompok menunjuk ketua</p>	30 menit

	<ul style="list-style-type: none"> ✓ Guru menjelaskan mekanisme permainan <i>jeopardy</i> kepada siswa. ✓ Papan skor ditunjukkan ke siswa, semakin tinggi papan skor, semakin rumit kemungkinan jawaban yang diberikan ✓ Guru menunjukkan contoh cara menjawab ✓ Skor 100 : <i>"In my opinion, math is hard"</i> Jawaban <i>"what is your opinion about math?"</i> ✓ Permainan dimulai dengan satu kelompok menjawab bergiliran dalam waktu maksimal berdiskusi 1 kelompok maksimal 2 menit. Giliran menjawab dilanjutkan ke kelompok berikutnya jika waktu berdiskusi telah habis. Masing - masing kelompok mengumpulkan skor sebanyak - banyaknya. ✓ Kelompok dengan skor terbanyak adalah pemenangnya. 	
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan kegiatan pembelajaran bersama. • Melaksanakan doa penutup bersama. 	3 menit

D. Penilaian

Sikap : Observasi saat pembelajaran mengenai sikap kritis, kerja sama, dan komunikatif.

Pengetahuan : Tugas menjawab pertanyaan yang ada dalam Jeopardy Game

Keterampilan : (a) Proses: diskusi

E. Media Pembelajaran

Video youtube https://youtu.be/XEYgZ_NJDd4

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMP Negeri 4 Singaraja
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : VIII / Ganjil
 Materi : *Asking and giving opinion*
 Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, menanggapi, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

1. Menyebutkan ungkapan *asking and giving opinion* dalam percakapan yang diberikan dengan benar.
2. Membuat percakapan dengan ungkapan *asking and giving opinion* yang tepat.
3. Menjawab pertanyaan terkait tindakan *asking and giving opinion* dalam percakapan yang diberikan dengan tepat.

C. Langkah Pembelajaran

Jenis Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Berdoa bersama dan memeriksa kehadiran siswa • Kegiatan awal dengan membahas kembali ekspresi yang dapat digunakan dalam <i>asking and giving opinion</i> yang telah dibahas di pertemuan sebelumnya. 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru mengajak siswa untuk membuat percakapan singkat mengenai <i>asking and giving opinion</i>. • Guru memberikan kesempatan bagi 2 kelompok untuk tampil dan mempresentasikan karyanya. • Bermain Jeopardy game. <p>✓ Guru membagi siswa menjadi 6 kelompok, masing -</p>	35 menit

	<p>masing kelompok menunjuk ketua</p> <ul style="list-style-type: none"> ✓ Guru menjelaskan mekanisme permainan <i>jeopardy</i> kepada siswa. ✓ Papan skor ditunjukkan ke siswa, semakin tinggi papan skor, semakin rumit kemungkinan jawaban yang diberikan ✓ Guru menunjukkan contoh cara menjawab ✓ Skor 100 : <i>"In my opinion, math is hard"</i> Jawaban <i>"what is your opinion about math?"</i> ✓ Permainan dimulai dengan satu kelompok menjawab bergiliran dalam waktu maksimal berdiskusi 1 kelompok maksimal 2 menit. Giliran menjawab dilanjutkan ke kelompok berikutnya jika waktu berdiskusi telah habis. Masing - masing kelompok mengumpulkan skor sebanyak - banyaknya. ✓ Kelompok dengan skor terbanyak adalah pemenangnya. 	
Kegiatan Penutup	<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan kegiatan pembelajaran bersama. • Melaksanakan doa penutup bersama. 	5 menit

D. Penilaian

Sikap : Observasi saat pembelajaran mengenai sikap kritis, kerja sama, dan komunikatif.

Pengetahuan : Tugas menjawab pertanyaan yang ada dalam Jeopardy Game

Keterampilan : (a) Proses: diskusi, (b) Produk: hasil karya percakapan

E. Media Pembelajaran

Gambar pada power point

Appendix 5. Result and Score

Table The First Observation Result (Pre-Test)

No.	Name	Acquisition Score					Total Score
		Fluency and Coherence	Lexical Resource and Range	Grammatical Range and Accuracy	Pronunciation	Interaction (Listen and Respond)	
1.	S1	3	3	3	3	2	56
2.	S2	3	3	3	3	2	56
3.	S3	4	3	4	3	3	68
4.	S4	4	4	4	4	3	76
5.	S5	3	3	3	3	2	56
6.	S6	4	2	2	2	3	52
7.	S7	3	3	3	3	2	56
8.	S8	4	4	3	4	2	68
9.	S9	4	3	3	4	3	68
10.	S10	4	2	3	4	2	60
11.	S11	3	3	3	3	2	56
12.	S12	4	4	4	4	3	76
13.	S13	3	3	3	4	2	60
14.	S14	4	3	3	4	2	64
15.	S15	4	4	4	4	3	76
16.	S16	4	3	3	4	3	68
17.	S17	4	3	3	4	3	68
18.	S18	3	3	3	3	2	56
19.	S19	4	4	4	4	3	76
20.	S20	4	4	4	4	3	76
21.	S21	4	3	3	4	3	68
22.	S22	4	4	4	4	3	76
23.	S23	4	4	4	4	3	76
24.	S24	4	3	3	4	3	68

25.	S25	4	3	3	4	2	64
26.	S26	4	4	4	4	3	76
27.	S27	4	3	4	4	3	72
28.	S28	3	4	4	4	2	68
29.	S29	3	2	2	3	2	48
30.	S30	3	2	3	3	2	52
31.	S31	4	3	3	4	2	64
32.	S32	4	3	3	4	2	64
33.	S33	4	3	4	4	2	68
34.	S34	4	4	3	4	4	76
35.	S35	4	4	4	4	2	72
36.	S36	3	3	3	3	2	56
Total							2360
Mean							65,5
Minimum Score							52
Maximum Score							76

No.	Level	Number of Students	Percentage
1.	$60 \geq 100$	26	72,2%
2.	$59 \leq 0$	10	27,8%
Total		36	100%

The Students' Scores of Post-Test 1

No.	Name	Acquisition Score	

		Fluency and Coherence	Lexical Resource and Range	Grammatical Range and Accuracy	Pronunciation	Interaction (Listen and Respond)	Total Score
1.	S1	3	3	3	4	3	64
2.	S2	4	3	3	3	3	64
3.	S3	4	3	4	3	3	68
4.	S4	4	4	4	4	3	76
5.	S5	3	3	3	3	2	56
6.	S6	4	2	2	2	3	52
7.	S7	3	3	3	3	2	56
8.	S8	4	4	3	4	3	72
9.	S9	4	3	3	4	3	68
10.	S10	4	3	3	4	3	68
11.	S11	3	3	3	3	3	60
12.	S12	4	4	4	4	4	80
13.	S13	3	3	3	4	3	64
14.	S14	4	3	3	4	4	72
15.	S15	4	4	4	4	3	76
16.	S16	4	3	3	4	4	72
17.	S17	4	3	3	4	3	68
18.	S18	3	3	3	3	4	64
19.	S19	4	4	4	4	3	76
20.	S20	4	4	4	4	3	76
21.	S21	4	3	3	4	4	72
22.	S22	4	4	4	4	3	76
23.	S23	4	4	4	4	3	76
24.	S24	4	3	3	4	4	72
25.	S25	4	3	3	4	3	68
26.	S26	4	4	4	4	3	76
27.	S27	4	3	4	4	3	72

28.	S28	3	4	4	4	3	72
29.	S29	3	3	3	3	3	60
30.	S30	3	3	3	3	2	56
31.	S31	4	3	3	4	3	68
32.	S32	4	3	3	4	3	68
33.	S33	4	3	4	4	2	68
34.	S34	4	4	3	4	4	76
35.	S35	4	4	4	4	4	80
36.	S36	3	3	3	3	3	60
Total							2472
Mean							68,7
Minimum Score							52
Maximum Score							80

No.	Level	Number of Students	Percentage
1.	$60 \geq 100$	32	88,9%
2.	$59 \leq 0$	4	11,1%
Total		36	100%

The Students' Scores of Post-Test 2

No.	Name	Acquisition Score					Total Score
		Fluency and Coherence	Lexical Resource and Range	Grammatical Range and Accuracy	Pronunciation	Interaction (Listen and Respond)	
1.	S1	3	3	3	4	4	68
2.	S2	4	3	3	3	4	68
3.	S3	4	3	4	3	4	72
4.	S4	4	4	4	4	3	76

5.	S5	3	3	3	4	4	68
6.	S6	4	3	3	4	4	72
7.	S7	3	3	3	4	4	68
8.	S8	4	4	3	4	4	76
9.	S9	4	3	3	4	3	68
10.	S10	4	3	3	4	3	68
11.	S11	3	3	3	3	4	64
12.	S12	4	4	4	4	4	80
13.	S13	3	3	3	4	4	68
14.	S14	4	3	3	4	4	72
15.	S15	4	4	4	4	4	80
16.	S16	4	3	3	4	4	72
17.	S17	4	3	3	4	4	72
18.	S18	3	3	3	3	4	64
19.	S19	4	4	4	4	3	76
20.	S20	4	4	4	4	3	76
21.	S21	4	3	3	4	4	72
22.	S22	4	4	4	4	3	76
23.	S23	4	4	4	4	4	80
24.	S24	4	3	3	4	4	72
25.	S25	4	3	3	4	3	68
26.	S26	4	4	4	4	3	76
27.	S27	4	3	4	4	3	72
28.	S28	3	4	4	4	3	72
29.	S29	3	3	3	4	4	68
30.	S30	3	3	3	4	3	64
31.	S31	4	3	3	4	3	68
32.	S32	4	3	3	4	4	72
33.	S33	4	3	4	4	2	68
34.	S34	4	4	3	4	4	76
35.	S35	4	4	4	4	4	80

36.	S36	3	3	3	3	4	64
Total							2576
Mean							71,5
Minimum Score							64
Maximum Score							80

No.	Level	Number of Students	Percentage
1.	$60 \geq 100$	36	100%
2.	$59 \leq 0$	0	0%
Total		36	100%

The Students' Scores of Pre-Test, Post-Test 1, Post-Test 2

No.	Name	Score		
		Pre-Test	Post-Test 1	Post-Test 2
1.	S1	56	64	68
2.	S2	56	64	68
3.	S3	68	68	72
4.	S4	76	76	76
5.	S5	56	56	68
6.	S6	52	52	72
7.	S7	56	56	68
8.	S8	68	72	76
9.	S9	68	68	68
10.	S10	60	68	68
11.	S11	56	60	64
12.	S12	76	80	80
13.	S13	60	64	68
14.	S14	64	72	72
15.	S15	76	76	80
16.	S16	68	72	72

17.	S17	68	68	72
18.	S18	56	64	64
19.	S19	76	76	76
20.	S20	76	76	76
21.	S21	68	72	72
22.	S22	76	76	76
23.	S23	76	76	80
24.	S24	68	72	72
25.	S25	64	68	68
26.	S26	76	76	76
27.	S27	72	72	72
28.	S28	68	72	72
29.	S29	48	60	68
30.	S30	52	56	64
31.	S31	64	68	68
32.	S32	64	68	72
33.	S33	68	68	68
34.	S34	76	76	76
35.	S35	72	80	80
36.	S36	56	60	64
Total		2360	2472	2576
Mean		65,5	68,7	71,5
Minimum Score		52	52	64
Maximum Score		76	80	80

No.	Aspect	Items of Instrument	Response	Number of Respondents
1.	Experience	1. Pernahkah anda bermain game ketika belajar Bahasa Inggris sebelumnya? Jika “Ya”, permainan apakah itu?	Ya, tebak kata, mendeskripsikan benda, menjawab cepat. Simon says,	36

		<i>Have you ever played any games while learning English before? If yes, what game is it?</i>		
		2. Pernahkah anda bermain Jeopardy sebelumnya? <i>Have you ever played Jeopardy game before?</i>	Tidak	36
		3. Apakah anda memiliki kesulitan dalam bermain Jeopardy? <i>Do you have any difficulties in playing Jeopardy game?</i>	Tidak	36
		4. Apa bagian yang anda sukai dalam bermain Jeopardy untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris? <i>What is your favourite part in playing Jeopardy game to improve English speaking skill?</i>	<p>“Bisa diskusi dengan kelompok dalam Bahasa Inggris.”</p> <p>“Bisa mengerti materi dan latihan Bahasa Inggris”</p> <p>“Belajar sambil bermain game”</p> <p>“Seru saat menjawab soal”</p> <p>“Banyak berbahasa Inggris walaupun ada salah tapi mulai makin berani berbicara.”</p> <p>“Bagian kalau dapat skor tinggi”</p>	36

			“Senang jika bisa menjawab soal”	
		<p>5. Apakah anda mengerti topik pembelajaran lebih baik dengan bermain game Jeopardy ketika belajar?</p> <p><i>Do you understand the topic better by playing jeopardy game while learning?</i></p>	Ya	36
		<p>6. Peningkatan yang mana dalam skill berbicara yang anda rasakan karena bermain Jeopardy (fluency and coherence, lexical resource and range, grammatical range and accuracy, pronunciation, interaction (listen and respond))?</p> <p><i>Which improvement in speaking skill that you feel because of playing Jeopardy game (fluency and coherence, lexical resource and range, grammatical range and accuracy, pronunciation, interaction (listen and respond))?</i></p>	Fluency and Coherence	5
			Lexical Resource and Range	5
			Grammatical Range and Accuracy	5
			Pronunciation	8
			Interaction (listen and respond)	13
2.	Opinion	<p>1. Apakah kamu suka bermain Jeopardy dalam kelas?</p> <p><i>Do you like playing jeopardy</i></p>	Ya	36

		<i>game in English class?</i>		
		<p>2. Apakah Jeopardy adalah permainan yang sulit/medium/mudah untuk dimainkan? Mengapa?</p> <p><i>Is Jeopardy game a hard/medium/easy game to play? Why?</i></p>	<p>“Awalnya, ini adalah permainan yang susah, setelah mengerti permainannya, menjadi mudah”</p> <p>“Permainannya seru setelah dimengerti dan membantu untuk mengerti materi.”</p>	36
		<p>3. Apakah pendapat anda tentang menggunakan Bahasa Inggris dalam berbicara ketika bermain Jeopardy?</p> <p><i>What is your opinion about speaking in English while playing Jeopardy game?</i></p>	<p>“Jeopardy game adalah permainan yang seru”</p> <p>“Saya suka Jeopardy game karena permainan baru dikelas”</p> <p>“Saya merasa senang ketika bermain Jeopardy game ketika belajar Bahasa Inggris”</p> <p>“Awalnya bingung, tapi saya mengerti setelah bermain.”</p> <p>“Di game ini, saya tidak takut untuk bertanya dan menjawab”</p>	36
		<p>4. Dalam proses bermain Jeopardy, apakah anda menikmati berkomunikasi</p>	Ya	36

		<p>dengan teman – teman dalam Bahasa Inggris?</p> <p><i>In the process of playing jeopardy game, did you enjoy communicating with your friends in English?</i></p>		
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Interview result :

The interview is divided into two major aspects which includes experience and opinion. In the aspects of Experience, the researcher gave the students questions about how they experience the game in the classroom related with the learning material. The first question is asking about the students experience whether or not they played any game in the classroom. The whole respondents answered that they played some games in the class. The example that the respondents gave are game of charades, describing objects, quick answers, and Simon Says. In the second question, it was talking about whether or not the respondents were familiar or ever played Jeopardy game before.

All of the respondents said that Jeopardy game is something new that they heard and never played Jeopardy game before. In the point of favorite part about Jeopardy game in the classroom, the interviewer got positive feedbacks from the respondents. They were saying that Jeopardy game was a fun classroom activity. It could make them trained in speaking English while communicating with their group. Besides that, they were also saying that Jeopardy game gave them more exposure in English. This is going along with the experience when they talked during the discussion period, most of the respondents saying that they made mistakes but they did not feel afraid of it and willing to try more in speaking English. The respondents also added

that they feel happy while doing the learning activities because this game provided the scoring system that can give challenge to the students to gain more score. The whole respondents also stated that Jeopardy helped them to understand the learning topic better.

In the point of specific speaking skill improvement, the result showed that the comparison 5:5:5:8:13 (Five respondents stated that they have improved their fluency and coherence. Five respondents stated that they have improved their Lexical resource and range. Five respondents stated that they have improved their grammatical range and accuracy. Eight respondents stated that they have improved their pronunciation. Thirteen respondents stated that they have improved their interaction (listen and respond). The result showed that more improvement is in the point of interaction (listen and respond). This is in line with the statement which saying this game could give them more chance in training their speaking skill and gaining their exposure in using English in the classroom.

In the aspect of opinion, the interviewer asked the students with the questions about how do they feel about Jeopardy game. All of the responders said that Jeopardy game is something fun that they like to play in the classroom. In the flow of playing the game, the responders stated that Jeopardy game was not a hard game. The students just need to understand how the game goes, then when the students understood the game rule, they could follow the instruction easily without interrupting the explanation. The responders' opinion about speaking in English while playing Jeopardy game gave a positive result. They said that Jeopardy game is new interesting game and it helps them to be more confident in speaking English.

In the process of playing jeopardy game, the whole responders also stated that they were enjoy communicating with each other using English.



Appendix 6. Documentation





