

STUDENT'S PERCEPTION TOWARDS THE USE OF JEOPARDY GAME IN ENGLISH LEARNING

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ABSTRACT

The present study aims to determine the student's perception towards the use of Jeopardy Game, and also investigates how the teacher uses Jeopardy Game in English learning. This research study was used a qualitative study conducted in-state senior high school level in Surabaya. A close-ended questionnaire was used to obtain the data. The results show that Jeopardy Game makes English learning more alive, comfortable, enjoyable, fun, and interesting. It also boosts the student's motivation in learning English. Jeopardy Game also enhances the student's vocabulary knowledge, recalls the previous materials, improves the student's speaking skill and develop the student's critical thinking. This study suggests using Jeopardy Game in the learning process since many benefits in increasing the student's engagement in the classroom.

Keywords: Classroom Games, English Learning, Jeopardy Game, Student's Perception

INTRODUCTION

In Indonesia, high school students are expected to study harder in preparing themselves for facing school's final projects, assignments, and most importantly the final test and University enrollment tests. The materials that are compulsory to be learned consist of five subjects, including English. In the preliminary study, the researcher found that the students need variations of fun activities during English classes. The students were bored with conventional activities such as listening to the teacher's speech, taking notes from the board and

then completing the task. These activities are too plain for the students in this millennium era.

Nowadays, the students are considered as the new generation. Howe & Strauss (2007) named them as “Millenials” because they have a different way of thinking, communicating, behaving and learning compared to the old generation. Another statement from Dede (2005), that millennial students have different learning styles and preferences. Therefore, English teachers need to provide many kinds of interesting and fun activities to make the students feel more motivated in learning English. One of many interesting activities that have been proved as a fun activity is establishing classroom games.

Hadfield (1999) stated that an activity can be called as a game if the game has a purpose, a rule and an element of fun. He further said that there are two types of games, namely, cooperative games and competitive games. Similarly, Wright defined classroom games as activities that can entertain, engage, and mostly challenge the students to interact with the others (Wright et al., 2006). He added that games have a big role in creating a bond of one student to the other students. Games also have been proved as an effective way to motivate the students in language learning, including English learning. Hence, it shows that games are very beneficial in encouraging students to boost their interests.

There are many kinds of classroom games that are popular among language teachers. One of them is Jeopardy Game. It is a game that allows the students to recall the previous materials that they have been learned. There are two versions of Jeopardy Game. The first is the one which requires technology, such as PPT Slides and LCD Projector. The second is the one which uses classroom property and stationary like papers, glue, tip, boardmarker and etc. The procedure of Jeopardy Game is based on the American’s popular television show called Jeopardy (Friedman, 2005). In this game, the teacher usually plays as the host and the students play as the contestants. The students can be assigned as individual contestants, but most of teachers usually divide the students into small groups. The host provides five categories of topics that contain values of points. Each value has questions related to the topic. The questions are usually displayed on PPT Slides or written on papers glued on the board. After that, the contestants should pick one category and answer the question correctly to get the points. The one who get the highest points is the winner of the game.

There are a great number of studies that explain the advantages of using Jeopardy Game in language classrooms. The first study conducted a quasi experimental study to investigate the effectiveness of Jeopardy Game for teaching vocabulary in descriptive text to the eighth graders at a junior high school (Pitaloka, 2017). She also examined the use of Jeopardy game for improving student’s vocabulary mastery in descriptive text. She employed a pre-test, post-

test and questionnaire to obtain the data. The finding shows that there are significant results after the treatment. All of the subjects were interested in Jeopardy game because Jeopardy can help them to remember the vocabulary easily. It also in line with Rohaendi who stated that there is a positive response of students in learning through Jeopardy Game (Rohaendi, 2019). Another study also came. This study analyzed the use of Jeopardy game as an assessment tool to enhance the performance and satisfaction of the students (Revere & Kohli, 2003). The findings of her research show that a team-based Jeopardy exam success to improve classroom assessment by endorsing an interactive feedback among students and teachers. She also reported that the team-based Jeopardy format increased the student's performance. It was proved from the students' final grades. Surprisingly, the students in Jeopardy class performed higher on Jeopardy exam than they did on the traditional exam. The next study also revealed that Jeopardy Game can be used to improve the cognitive development and memory skill, it also increase the student's motivation (Fitrawati, 2019).

Nevertheless, most of the studies done under the topic of Jeopardy Game and English learning are mostly aimed to improve the four aspects of language skills. The researcher has not found any single research that concerns on the student's perception towards the use of Jeopardy Game. Therefore, the research question in this study was formulated as follows: How does the teacher uses Jeopardy Game in English Learning? What are the perceptions of the students towards the use of Jeopardy Game?

LITERATURE REVIEW

Historically, Jeopardy Game is a very popular Television Show aired throughout United States of America (USA) since 1974. This game consists of a host and several contestants. The game requires the contestants to answer questions from five different topics. The questions are placed in five categories. Each category has five values as well. The values ranged from 100 points to 500 points. With the first step to play the game is the host must read aloud the clue after the chosen contestant picks a question. Once the clue is showed by the host, the contestant must press the hand-held signaling device. Then, the first contestant to press is given a chance to answer the questions. If the contestant's answer is correct, the contestant is allowed to continue the game by choosing questions from any category that they want within five seconds (Friedman, 2005).

According Gast & Leatham (2005) the goal of this game on classroom activity, students more focused and successful in mastering the material as well as practice even though they don't have to apply it. Meanwhile Bee & Hayes (2005), Joepardy game using microsoft excel can calculate the score automatically when student in a group can answer with correctly and the instructors find it easier to

change the topic in the game because automatically the program is easy to randomize. Otherwise, the points for which the contestant was providing an answer will be reduced from the points that they have already earned. In this time, the other contestants are given the opportunity to press the hand-held signaling device and provide an answer. When nobody knows the answer, the host provides it and the last person to answer it correctly chooses a new question. The hints of the answers are provided until one contestant wins the game by accumulating the biggest amount of points (Gonzales, 2017).

RESEARCH METHOD

This study used qualitative design because this study showed the phenomena of Jeopardy Game in learning activity. The subjects of the present study were English teacher and 43 students of state senior high school in Surabaya. The students consist of 39 female students and 5 male students. The students were the eleventh and twelfth graders from science and social major. The students were aged around 17 to 18 years old. The participants were selected because they have an experienced in learning used Jeopardy Game.

To answer the research question, this study used interview and questionnaire. The interview is used to gather the data about the teacher's experience in using Jeopardy Game in English learning. While, a close ended questionnaire was distributed to the participants at the end of Semester 1. The questionnaire covers seven domains of student's language skills. Each item of the questionnaire has four options based on Likert scale ranging from Strongly Agree to Strongly Disagree. The questionnaire was delivered in online form.

FINDINGS

The Teacher Uses Jeopardy Game in English Learning

The teacher uses Jeopardy Game for review material before final exam. Teacher uses it for Eleventh and Twelve grade of senior high school. Teacher displays the Jeopardy Game in PowerPoint. For eleventh grade, the materials for first semester are Offer and Suggestion, Opinion, Invitation and Exposition Text. Furthermore, the material for Twelve grade is Offering Service, Application Letter, Caption, News Item, Conditional Sentence and Procedure Text. The teacher gives ten minutes for student to study about those materials. Before starting the game, the teacher divides the students into six groups. Students should gather in their group. The teacher also shows the rule of the game.

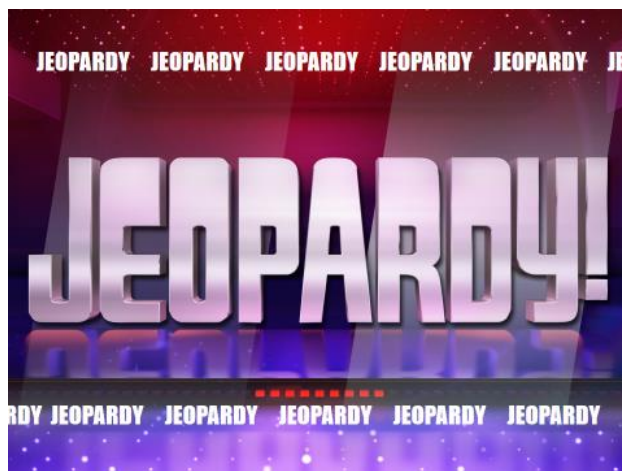


Figure 1. 1st Slide of Jeopardy Power Point

This is the first slide for the Jeopardy Game for Twelve grade. The first slide contains the title of the game “Jeopardy”. There is a sound effect on The PPT. It makes the class situation more energetic.



Figure 2. 2nd Slide of Jeopardy Power Point

This is the first slide of Eleventh grade. The design of Twelve grade is more beautiful than Eleventh Grade. But, it also has a musical effect to make the situation more energetic.



Figure 3. 3rd slide Slide of Jeopardy Power Point

In the next activity, the teacher shows what is the material that present on the Jeopardy Game. The teacher also says that Jeopardy Game provides some questions relate with those materials. It can be a Multiple Choice Form, Essay and Instruction.



Figure 4. 4th Slide of Jeopardy Power Point

In the next slide, the teacher shows the level of question and score in Jeopardy Game. In this section, the teacher shows the rule of this game. Every

group should choose one question in turn. Every group can discuss with their friend before choose the question. The more higher the score shows the level of question from Lower Order Thinking Skills (LOTS) into Higher Order Thinking Skills (HOTS). If there is a group who cannot answer the question correctly, the other groups have a chance to answer but the score is a half from the real score.



The image shows a Jeopardy game board with a grid of questions. The categories are Suggestion, Opinion, Invitation, Analytical Exposition, and Mixed. The questions are labeled with their respective scores: Q 100, Q 200, Q 300, Q 400, and Q 500. The board is titled 'Jeopardy' and has 'Final Jeopardy' at the bottom right.

Suggestion	Opinion	Invitation	Analytical Exposition	Mixed
Q 100	Q 100	Q 100	Q 100	Q 100
Q 200	Q 200	Q 200	Q 200	Q 200
Q 300	Q 300	Q 300	Q 300	Q 300
Q 400	Q 400	Q 400	Q 400	Q 400
Q 500	Q 500	Q 500	Q 500	Q 500

Figure 5. 5th Slide of Jeopardy Power Point

This is the Jeopardy Game PPT on Eleventh grade. The form is same with Twelve Grade. The rule is same with Twelve grade.

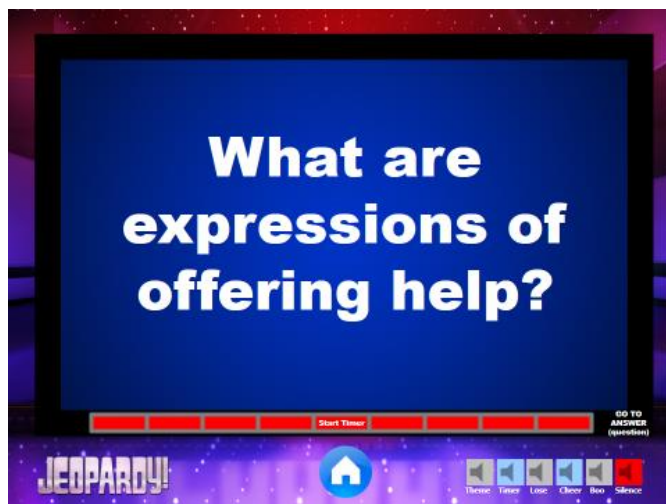


Figure 6. 6th Slide of Jeopardy Power Point

This is the question for 100 score. It shows the LOTS question because it only recalls the memory of students about expression of offering a help.



Figure 7. 7th Slide of Jeopardy Power Point

This figure shows the LOTS question that provides in Eleventh Grade. This question also has 100 score. The question is categorized in LOTS because it only recalls the memory of students.



Figure 8. 8th Slide of Jeopardy Power Point

This figure shows the question that has 500 score. The student should make an offering help sentence based on the picture. It is kind of HOTS question because the student should analyze and interpret the picture to make a question.



Figure 9. 9th Slide of Jeopardy Power Point

Later, this figure shows the HOTS question. It has 400 score. It is categorized in HOTS level because in answering this question the students need understand and analyze the problem. After that, they have to interpret it with their life to give a suggestion for this problem.

The winner is the group who has a highest score. The group who has a lowest score will get a minimum score or KKM from the teacher. The minimum score that given by the teacher for group who has a lowest point is 75. Opposite, the teacher gives 85 for the winner.

Table 1. Percentage of Student’s Perception Towards the Use of Jeopardy Game

Questionnaire Items	Responses			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Jeopardy Game makes English learning more interesting and fun.	30%	70%		
2. I can recall the previous English materials easily using Jeopardy Game.	19%	81%		
3. I feel comfortable while playing Jeopardy Game.	14%	86%		
4. I become more interested and motivated in learning English by playing Jeopardy Game.	21%	79%		
5. I become more confident to speak English during Jeopardy Game.	9%	84%	7%	
6. I got a lot of new English vocabulary by playing Jeopardy Game.	21%	79%		
7. The questions on Jeopardy Game encourage me to be more critical.	16%	79%	5%	
8. I can memorize the English materials when my friends answer the questions during Jeopardy Game.	12%	81%	7%	

The Perceptions of the Students Towards the Use of Jeopardy Game

Table 1 shows the result of the student's perception toward the use of Jeopardy Game in English Learning. The result shows that students have a positive response toward the use of Jeopardy Game because only 15% students who says Disagree. It is also proved by no one student choose *Strongly Disagree* in their response. It means that students enjoy in using Jeopardy Game.

There are eight criteria that provides in close ended questionnaire. The first is "*Jeopardy Game makes English learning more interesting and fun*". In this criteria, shows that 70% of the students chose "Agree" and the 30% of them chose "Strongly Agree" on item 1 that says "*Jeopardy Game makes English learning more interesting and fun*".

There was not any single student who disagreed on this item. It means that 100% of the students were having a great time playing Jeopardy Game because the game was interesting and fun. Moreover, 86% of the students chose "Agree" and the 14% of them chose "Strongly Agree" on item 3 that says "*I feel comfortable while playing Jeopardy Game*". It means that the students really enjoy while playing Jeopardy Game in English classes.

As shown in table 1, 79% of the students chose "Agree" and 21% of them chose "Strongly Agree" on item 4 that says "*I become more interested and motivated in learning English by playing Jeopardy Game*". Besides, the results also show that the use of Jeopardy game enriches the student's vocabulary knowledge.

It can be seen in Table 1, that 79% of the students chose "Agree" and 21% of them chose "Strongly Agree" on item 6 that says "*I got a lot of new English vocabulary by playing Jeopardy Game*". In line with Vocabulary development, the speaking skills of students also increase. It can be seen in table 1, that 84% of the students chose "Agree" and 9% of them "Strongly Agree" on item 5 that says "*I become more confident to speak English during Jeopardy Game*".

Furthermore, it was proved in this study that the use of Jeopardy Game also improves the student's critical thinking skill. As shown in table 1, 79% of the students chose "Agree" and 16% of them "Strongly Agree" on item 7 that says "*The questions on Jeopardy game encourage me to be more critical*".

DISCUSSION

This study shows that Jeopardy Game makes learning process more interesting and fun. Bee & Hayes (2005) stated that playing Jeopardy Game is an effective way to stimulate student's interest, reduce student's boredom and strenghten the student's understanding skill. This results also supported by Muleng (2018) that the paramount reason for using a game is when the game is fun and enjoyable for teachers and students.

Furthermore, the result also shows that Jeopardy Game makes students feel comfortable. This finding supports the results of Gonzales's (2017) research. In his study, the students reported that they enjoy the whole experience of learning using Jeopardy game. He added that the reason why the students enjoy the game is because they were already familiar with the design of Jeopardy Game.

Some of them even mentioned that the images in Jeopardy Game are nice and attractive. When language students experience interesting, fun, and enjoyable activities, they will be more motivated to learn the language. It is because their states of mind are happier than before.

It is in line with Friedman's (2005) theory, that Jeopardy Game stimulates students to learn more about the materials. Also, they become more excited to participate the game's friendly competition experience. Students also can improve their vocabulary through Jeopardy Game.

As Majda & Agus (2019) stated when the students try to answer questions spontaneously, the vocabulary that they have learned before suddenly came up in their brain. They added that while learning with Jeopardy Game, the students become easier to acquire many new words that they have heard from the other contestants once the student's vocabulary knowledge increased, the student's speaking skill would automatically be increased.

This result shows that the student's affective skills play a huge role to enhance their speaking skills. The affective skills include student's enjoyment, excitement, and confidence in playing Jeopardy Game. These skills are paramount because vocabulary mastery skill and affective skills are being activated in Jeopardy game. Hence, it can be said that Jeopardy Game helps to stimulate the students' brains so that the words could be easier to come out after being stored in the students' brains.

The critical thinking of students also rises in this study. It is good for the student's brains because there will be a major progress to memorize the information that they have been acquired during the game. However, 5% of the students chose "Disagree" on item 7. They reported that it is because they were not paying full attention during the game so they did not aware that Jeopardy Game can make them think critically.

CONCLUSION

The present study has proved that the teachers use Jeopardy Game in English classes successfully. This study also proved that students have positive perception toward the use of the Jeopardy Game in English learning. This study finds some advantages. Jeopardy Game influences the student's affective skill positively.

Jeopardy Game makes English learning more alive, comfortable, enjoyable, fun, and interesting. Also, the students reported that they become more encouraged and motivated in learning English by playing Jeopardy Game. Jeopardy Game also helps the students to restore their memories about English materials that they have learned before. It means that they can recall the English materials when their classmates answer Jeopardy Game questions.

Furthermore, there was a development in the student's vocabulary mastery skill. The students have significant progress in improving their speaking skills. Last but not least, the questions on Jeopardy Game encourage the students to be more critical because they have to think fast and compete with their classmates to answer the questions correctly.

Overall, Jeopardy Game is highly recommended to be utilized in English learning as it holds many advantages for both students and teachers. However, this study has a limitation. The participants were selected only from two classes. Future studies should take more participants to obtain more diverse perceptions of using Jeopardy Game in English learning. Future studies could also explore the implementation of Jeopardy Game in virtual classes.

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