

USING JEOPARDY GAME TO IMPROVE STUDENTS' READING COMPREHENSION OF THE EIGHTH GRADE IN UPT SPF SMP NEGERI 35 MAKASSAR

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ABSTRACT

This research aimed to determine the use of Jeopardy Game learning media on Reading Comprehension Skills of Narrative Text by Eighth Grade students of UPT SPF SMP Negeri 35 Makassar. This research focused on quantitative experimental research. The population of this research was students of class VIII UPT SPF SMP Negeri 35 Makassar, totaling 282 students. Random Sampling technique was used to one class as research sample, which consisted of 28 students. The data were obtained from written tests related to reading comprehension on narrative text. The results of this study used inferential analysis of the t-test by SPSS v.16 which showed a significant effect on the students' mean score of Reading Comprehension skill between the pretest and post-test. The mean score of the students' Reading Comprehension on Narrative Text enhanced from 3.39 in the pretest to 6.46 in the posttest. The significance value calculated 0.000 is smaller than 0.05 ($P\text{-value} = 0.000 < 0.05$). Thus, it can be concluded that Jeopardy Game learning media is effect applied to students' Reading Comprehension skill on Narrative Text in class VIII at UPT SPF SMP Negeri 35 Makassar.

Key Words: Jeopardy Game, Reading Comprehension, Narrative Text

INTRODUCTION

In this day, we escape the existence of technology. An increasingly advanced era due to the influence of globalization, makes humans inevitably have to be ready to accept the changes that exist. The word always has various variations. This word comes from Greek, *techne* means ability and *Logia* means expression. It can be said that technology can be a place to develop one skill or quality to lead to a change. One of the benefits obtained by the presence of technology is that found to be able to overcome existing problems. As a result, a person becomes left behind and cannot keep up with changes. The design and development of learning must be by the development of science and technology (Nurdyansyah & Riananda: 2016). educational/learning technology is a process with a certain system in making it easier for students to learn and be able to examine learning problems, thus making learning more effective (Salma, et al, 2008).

Technology in education plays a crucial role in inspiring students' to learn, because students' don't feel bored while participating in learning. The use of technology in education can also increase students' interest in learning. As a result, educational technology has the potential to speed up the learning that is being applied.

Knowledge, self-sufficiency, and success are all attainable through education. Not only does education provide us with a pathway to success, but it also teaches

us about social behavior, our strengths, our character, and how much we are worth. Learning from people through experience, learning from successes and failures, learning from leaders and followers, and then developing into the person we want to be.

English is a universal language because it is used by most countries in the world as the main language. In addition, English is one of the important international languages to be mastered or learned. However, the penetration of using English properly and correctly in Indonesia is still very low, which is below eight percent. Even though English brings the name of Indonesia to be better known in the international world because the potential of this country can be communicated properly using the international language. English as a compulsory subject provides skills in four categories: listening, speaking, reading, and writing.

Talking about reading, reading is defined as an activity carried out by individuals in knowing something (Susilo: 2015). Reading is the process of communication between the writer and the reader when the reader reads some written text. Reading in teaching language as a foreign language needs more attention. Due to the fact that the majority of lessons are connected to the reading process, it is assumed that students' reading proficiency contributes significantly to learning success. Like any other skill, mastery of reading is influenced by a number of factors. It is thought to be one of the skills that is necessary for learning a language. A person will acquire information that can be utilized in all spheres of life, particularly education. Reading also helps readers improve their comprehension of the text or the material they are reading and broaden their vocabulary and knowledge (Hornery et al, 2014). As a result, reading is a great way for students to acquire knowledge, concepts, and experiences that will help them improve their English. Reading is a form of writing that involves interacting with coded language. The collaboration should create figuring out (the significance contained in perusing).

Learning media in general is a tool for the teaching and learning process. In addition, learning media are everything that can be used to stimulate the thoughts, feelings, attention, and abilities or skills of the learner so that it can encourage the learning process. According to Mawarni in Safitri that learning media is a component of learning resources or physical vehicles that contain teaching materials that can stimulate students to learn (Safitri et al., 2020: 86). Meanwhile, according to Latuheru (2016: 55), learning media are materials, tools, or techniques used in teaching and learning activities with the intention that the process of educational communication interaction between teachers and students can take place effectively and efficiently. From some of the theories above, we can conclude that learning media are everything that can be used to convey messages from the sender of the message to the recipient of the message so that it can increase students' thinking, interest, and attention to achieve optimal educational goals.

In Indonesia, English is studied as an international language. However, learning to read presents one challenge for students' learning English. Reading is one of the essential English skills. Students' can easily read, but most of them struggle to comprehend the meaning of the texts they read, particularly those written in English.

One of the many intriguing exercises for learning English is learning exercises through games. Hadfield: According to 1999, an activity can be considered a game if it has goals, rules, and fun elements. One of the pedagogical practices of this technique that is useful for excellence in learning techniques, is responsive to various types of students innovation, and brings students closer together is the use of games in the learning process (Sanders et al, 2020) it has also been demonstrated that games can be used to motivate students to learn languages, including English.

Jeopardy games can be played by one person or by a group. Because of its straightforward rules, Jeopardy can be played anywhere. Jeopardy is a game that challenges students to consider possible answers to questions. Students can use this game to help them remember the main idea of the text by forcing them to come up with creative answers. Everyone will have a good time and play Jeopardy. For educators, this can be extremely useful, in light of the fact that, with just the right amount of readiness, Jeopardy can transform a customary classroom into a time of tomfoolery play. According to Friedman (2005), the popular American television show Jeopardy serves as the basis for the game procedure Jeopardy. Typically, the host of this game is the teacher, and the contestants are the students. Individual contestants may be assigned to students, but the majority of teachers typically divide students into small groups. Five topic categories with point values are provided by the host. There are questions related to the subject for each grade. Slides in PowerPoint are typically used to display questions. The contestants must then select one category and correctly answer the questions to receive points. At the end of the game, the winner is the player with the most points.

METHOD OF THE RESEARCH

The researcher used quantitative experimental research in this study. One group pre-test, treatment, and post-test designs were utilized in quantitative experimental research. The researcher decided to use only one class, the experimental class, because they discovered that students at the school never used media in reading activities. Because the situation prior to treatment can be compared, the treatment result can be accurately known. Thus, the results of treatment can be known more accurately because it can compare with the condition before the treatment given. This research conducted at UPT SPF SMP Negeri 35 Makassar in the odd semester academic year 2022/2023. Researcher took five times meeting. The research did the research from 04 August 2022 to 10 August 2022. The population in this research was students of class VIII UPT SPF SMP Negeri 35 Makassar for the odd semester academic year 2022/2023 totaling

9 classes and which found 282 students. Technique of sampling in this research used random sampling. To get the number of samples in this research, the researcher used the theory developed by Issac and Michael quoted by Sugiono in Darmawati, et al., (2015: 18). According to Harahap, Sulardiono, & Suprpto (2018: 264) simple random sampling is a method for selecting a sample from a population at simple random so that each member of the population has an equal chance of being taken as a sample. The sampling process will be carried out in a simple random manner. The sample to be used in class VIII.8 with the number of is 26 students.

FINDINGS AND DISCUSSIONS

Findings

After conducting the pre-test and post-test, then the writer giving score and calculating the students' pre-test and post-test results. The score of students' achievement were classified into five levels.

Table 1 Students' Pre-test classification

| No | Students' initial | Pre-test | Classification |
|----|-------------------|----------|----------------|
| 1 | AR | 2 | Very Poor |
| 2 | Y | 4 | Very Poor |
| 3 | MI | 2 | Very Poor |
| 4 | MR | 2 | Very Poor |
| 5 | ES | 6 | Average |
| 6 | JC | 4 | Poor |
| 7 | KG | 5 | Poor |
| 8 | CE | 6 | Average |
| 9 | HJ | 3 | Very Poor |
| 10 | FC | 4 | Poor |
| 11 | MZ | 4 | Poor |
| 12 | WS | 4 | Poor |
| 13 | MF | 1 | Very Poor |
| 14 | PS | 2 | Very Poor |
| 15 | G | 5 | Poor |
| 16 | KY | 2 | Very Poor |
| 17 | RA | 3 | Very Poor |
| 18 | MH | 4 | Poor |
| 19 | ID | 7 | Good |
| 20 | MH | 2 | Very Poor |
| 21 | MF | 2 | Very Poor |
| 22 | AA | 2 | Very Poor |
| 23 | NY | 1 | Very Poor |
| 24 | RN | 6 | Average |

| No | Students' initial | Pre-test | Classification |
|-------|-------------------|----------|----------------|
| 25 | RA | 1 | Very Poor |
| 26 | NH | 3 | Very Poor |
| 27 | CS | 7 | Good |
| 28 | MR | 1 | Very Poor |
| TOTAL | | 95 | |

Source: Students' Reading Score

Based on the table 1 above, the classification of students' score in pre-tes. In the pre-test there were 2 students (7.1%) classified as good, 3 students (10.7%) classified as average, 11 students (39.3%) classified as poor and 12 students (42.9%) classified as very poor.

Table 2 Students' Post-test classification

| No | Students' initial | Post-test | Classification |
|----|-------------------|-----------|----------------|
| 1 | AR | 5 | Poor |
| 2 | Y | 5 | Poor |
| 3 | MI | 5 | Poor |
| 4 | MR | 7 | Good |
| 5 | ES | 7 | Good |
| 6 | JC | 7 | Good |
| 7 | KG | 9 | Excellent |
| 8 | CE | 8 | Good |
| 9 | HJ | 6 | Average |
| 10 | FC | 6 | Average |
| 11 | MZ | 7 | Good |
| 12 | WS | 6 | Average |
| 13 | MF | 6 | Average |
| 14 | PS | 6 | Average |
| 15 | G | 6 | Average |
| 16 | KY | 5 | Poor |
| 17 | RA | 5 | Poor |
| 18 | MH | 6 | Average |
| 19 | ID | 9 | Excellent |
| 20 | MH | 5 | Poor |
| 21 | MF | 8 | Good |
| 22 | AA | 5 | Poor |
| 23 | NY | 7 | Good |
| 24 | RN | 9 | Excellent |
| 25 | RA | 5 | Poor |
| 26 | NH | 7 | Good |

| No | Students' initial | Post-test | Classification |
|-------|-------------------|-----------|----------------|
| 27 | CS | 9 | Excellent |
| 28 | MR | 5 | Poor |
| TOTAL | | 181 | |

Source: Students' Reading Score

On the table 2 above, the classification of students' score in post-test. In the post-test there were 4 students (14.2%) classified as excellent, 8 students (28.6%) classified as good, 7 students (25%) classified as average, and 9 students (32.1%) classified as poor. From the result of classification of students' score in pre-test and post-test it is found that the score of post-test is higher than the score pre-test.

Table 3 Rate Frequency (F) and Percentage (P) of the Students' Score in Pre-Test and Post-Test

| No | Classification | Score | Pre-test | | Post-test | |
|-------|----------------|---------|----------|-------|-----------|-------|
| | | | F | P | F | P |
| 1 | Excellent | 9.6 | - | - | 4 | 14.2% |
| 2 | Good | 7.6-8.6 | 2 | 7.1% | 8 | 28.6% |
| 3 | Average | 6.6-7.5 | 3 | 10.7% | 7 | 25% |
| 4 | Poor | 3.6-5.5 | 11 | 39.3% | 9 | 32.1% |
| 5. | Very Poor | < 3.5 | 12 | 42.9% | - | - |
| Total | | | 28 | 100% | 28 | 100% |

Based on table 3, the results of the pre-test and post-test from class VIII.8 students are shown. Before students are treated by Jeopardy Game the result of pre-test show that none of student got excellent, and 2 students got good (7.1%), and there are 3 students got average classification (10.7%), 11 student s got poor classification (39.3%), and 12 students got very poor classification (42.9%). The researcher made conclusion based on the table above that most of students are in low skill in reading comprehension test.

After applied Jeopardy Game, the result of the post-test show that there were 4 students got excellent classification (14.2%), 8 students got good classification (28.6%), 7 students got average classification (25%), 9 students got poor classification (32.1) and none of students got very poor classification.

The researcher found that in the pre-test students' had difficulty to comprehend the reading test, but after implementation of Jeopardy Game , in the post-test students' were easier to comprehend the reading test that given . The results showed that the Jeopardy Game was effectively applied to improve students' reading comprehension.

Table 4 the Mean Score and Standard Deviation of the students' pre-test and post-test.

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-----|------|----------------|
| Pretest | 28 | 1 | 7 | 95 | 3.39 | 1.853 |
| Posttest | 28 | 5 | 9 | 181 | 6.46 | 1.401 |
| Valid N (listwise) | 28 | | | | | |

The writer discovered, based on the data from the aforementioned pre and post-tests, that treatment results in significant improvement. The total score on the pre-test was 95, with a mean score of 3.39 and a standard deviation of 1.853. On the post-test, the total score was 181, with a mean score of 6.46 and a standard deviation of 1.401. The post-test has a higher total and mean score than the pre-test.

Table 5. The Result of t-test Paired Samples Test

| | Paired Differences | | | | | t | df | Sig. (2-tailed) | |
|--------|--------------------|----------------|------------|---|--------|--------|---------|-----------------|------|
| | Mean | Std. Deviation | Std. Error | 95% Confidence Interval of the Difference | | | | | |
| | | | | Lower | Upper | | | | |
| Pair 1 | Pretest - Posttest | -3.071 | 1.359 | .257 | -3.598 | -2.545 | -11.960 | 27 | .000 |

The result of the t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) the table was lower than the level of significance. So, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that the Using Jeopardy Game to Improve Students' Reading Comprehension of the Eighth Grade in UPT SPF SMP Negeri 35 Makassar was effective.

Discussion

The research findings' pre-test and post-test tests are discussed in this section. This study has one research question: "Can Jeopardy Game learning media improve students' eighth grade reading comprehension ability in UPT SPF SMP Negeri 35 Makassar?".

Language is a very important tool for sharing ideas with others in everyday life. Language proficiency is the fundamental foundation for expressing one's

feelings, aspirations, opinions, and requirements. The more languages a person knows, the easier it is for him to communicate.

Humans must be able to keep up with modern developments in order to meet the demands of the modern era, which include learning to speak English and mastering technology. The demands of the modern era are growing at a rapid rate in all fields. English is a language that has been assigned as a world language. So by having the option to communicate in English we can undoubtedly speak with others all over the planet. From elementary school to university, Indonesia's government has mandated that all students learn English. Given how important it is to be able to speak English, the younger generation must now improve their English skills in order to compete nationally and even internationally. Reading, writing, speaking, and listening are the four skills that make up English, making learning the language extremely challenging. Professional language instructors are required to produce high-quality students in order to achieve optimal English proficiency.

A child's comprehension of the lesson can be aided by interactive learning materials, and early childhood learning methods also allow children to learn while playing. Games are games that are both enjoyable and entertaining. Education is imparted through practice or learning through practice (learning by doing) in video games. Because it is interactive, this game can be used as an educational tool with better features than traditional educational tools.

Reading is a lifelong skill that can be used in school as well as in everyday life. Reading is a fundamental life skill, according to Anderson, Hiebert, Scott, and Wilkinson. It is one of the most important factors in a child's success in school and in life. Opportunities for personal fulfillment and professional success will invariably be lost without the ability to read well. Reading is one of the most difficult subjects in education, despite its significance. This issue becomes even more pressing due to the ever-increasing demand for high literacy levels in our technological society (Snow, Burns, & Griffin, 1998).

Reading is one of the language skills that is thought to be important because it serves multiple purposes, including providing information, learning new vocabulary, and increasing the reader's stimulation. A person cannot keep up with developments in his or her field and the world around him without reading. Even though students read a lot, they don't understand what they're reading. That's because they don't understand what they're reading. It's because they don't read in the right way. Students' reading habits, according to Yusof (2021), are determined by how often, when, and for what reasons they read.

The ability to reading foreign languages in this era has a very important role for the continuity of one's career. Mastering a foreign language, especially English, makes it easier for us to respond to challenges in the current era. There are many activities that can improve one's English skill, for example through English communities, English music, learning English through courses or other training.

Reading comprehension is essential for more than just text comprehension; it is also crucial for broader learning, academic success, and employment success. Because of email, texting, and social networking sites, it is even important for our social lives. Perusing understanding is a perplexing undertaking, which requires the organization of various mental abilities and capacities.

According to McKnight (2016), gaining access to technology is a crucial first step in the digital transformation of educational systems: be that as it may, for the transformation to find lasting success, it is basic to move the concentration past the innovation itself to how innovation empowers instructing and learning.

Humans today are heavily reliant on technology. This makes innovation a fundamental requirement for everybody. Experts and everyday people alike use technology in a variety of ways in their lives, from children to adults. The technology of today has advanced extremely quickly. Nowadays, the availability of technology as a support for a variety of activities, including work and education, is regarded as crucial to human life. Through a variety of applications, including zoom, Google Classroom, Google Meeting, and WhatsApp Group, educators can use technology as a learning medium or mediator to convey knowledge to students. Educators can use the above learning media to provide students with engaging and engaging material explanations so that they continue to be enthusiastic about participating in these teaching and learning activities.

The development of technology cannot be separated from the development of educational technology. All in all, advancements in the field of instructive innovation generally remain closely connected with the improvement of data innovation. The widespread utilization of print media to convey content or subject matter was the initial method by which technology was utilized in education. Radio broadcasts were the next method of distributing content or subject matter to audiences after print media.

Jeopardy game is a common game for players to compete for the highest score. Nevertheless, this game can be modified to provide the students with a fun, engaging, and challenging interactive game for learning activities. The use of the Jeopardy game in improving teaching-learning activities was abundant, whereas the use of Jeopardy in junior high school was little to be found.

Jeopardy game is included in games that can eradicate monotonous learning and expand students' reading capacity (Damayanti, 2018). As Suryani and Kareviati (2021) mentioned, the Jeopardy game can be played by one person, but it can also be feasible to be done in a group. The jeopardy game has no complicated instructions to be played in any circumstances. Jeopardy games benefit teachers in teaching. Besides, this is purely a game, so it is also a fun activity for the students.

The use of the Jeopardy game in the classroom can increase students' interest in learning English and also their reading comprehension. According to (Mortini: 2017), the use of Jeopardy game makes it easier for students to

understand the reading text given because they can easily answer the questions given.

Jeopardy game is an extremely simple game to play. There are following steps or rules for playing Jeopardy game. The class will be divided into 3-5 groups

- a) The first group will choose a category and they will get a chance to answer the question with the lowest available score. For example, if group #1 choose a character, they will have to answer a question worth 100 points.
- b) After that, group #2 can choose a character for the other categories
- c) If any member of any group gives an incorrect answer or doesn't answer a question, the other group will be given the opportunity to answer.
- d) If no one answers the question correctly after all teams have had a chance, the teacher will provide the answer and the point will not be counted.
- e) Students do not have to select all the lower-level questions before moving to a higher level, nor do they have to answer all the questions for a particular category before moving to the next one.
- f) The activity will continue until all the grids are finished or until the lesson time is up.

Findings show that there is an increase in students' reading comprehension after being given treatment through the Jeopardy Game learning media. The reading comprehension ability of students before treatment was still very low in reading comprehension and after treatment had increased. Students' indicated that using Jeopardy Game learning media made them interested in learning reading comprehension. Students' also became more active and creative in the learning process so that the class atmosphere becomes fun. Therefore, the writer concluded that using Jeopardy game learning media is effective on students' reading comprehension in English.

Before students are treated by Jeopardy Game the result of pre-test showed that none of the students got excellent, and 2 students got good (7.1%), and there are 3 students got average classification (10.7%), 11 students got poor classification (39.3%), and 12 students got very poor classification (42.9%). The researcher made a conclusion based on the table above that most of the students are in low skill in reading comprehension test.

After applying Jeopardy Game, the result of the post-test shows that there were 4 students got excellent classification (14.2%), 8 students got good classification (28.6%), 7 students got average classification (25%), 9 students got poor classification (32.1%) and none of the students got very poor classification.

The researcher found that in the pre-test students' had difficulty to comprehend the reading test, but after implementation of Jeopardy Game, in the post-test students' were easier to comprehend the reading test that given.

The result of the classification students' score pre-test and post-test; In the pre-test; 2 (7.1%) students were classified as good, 3 (10.7%) students were classified as average, 11 (39.3%) were students classified as poor and 12 (42.9%)

students were classified as very poor. In the post-test; 4 (14.2%) students were classified as excellent, 8 (28.6%) students were classified as good, 7 (25%) students were classified as average, and 9 (32.1%) were students classified as poor. From the result of classification students' score pre-test and post-test is the score of post-test higher than the score pre-test. The researcher found that in the pre-test, most of the students got low scores. But in the post-test, most of the students can get good grades.

The results of the t-test analysis showed that there were significant differences between the pre-test and post-test results. The average value of the pre-test is 3.39 and is classified as bad. While the total average value of the post-test is 6.46 and is quite good. This means that the application of jeopardy game learning media is effective in students' reading comprehension in English. The t-test results stated that Sig. (2-tailed) is 0.000. The results show that Sig. (2-tailed) table is lower than the significance level. This result means that there is a significant difference between the pre-test and post-test results.

Additionally, the implementation of this study, titled "Using Jeopardy Game to Improve Students' Reading Comprehension of the Eighth Grade in UPT SPF SMP Negeri 35 Makassar," was carried out in order to ascertain the effect of jeopardy game learning media on reading comprehension. Students will have a more engaging learning experience as a result of the use of learning media in each learning process, which will increase their enthusiasm for learning.

The use of jeopardy game learning media in reading comprehension is expected to be able to change learning patterns by emphasizing the focus of learning on students'.

CONCLUSION

The results of the implementation of the pre-test and post-test scores of students in the experimental class, the authors used the t-test to test the hypothesis. The t-test results stated that Sig. (2-tailed) is 0.000. The results show that Sig. (2-tailed) table is lower than the significance level. So, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, the conclusion is that the use of jeopardy game learning media is effective on students' reading comprehension in class VIII.8 English UPT SPF SMP Negeri 35 Makassar.

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