USING JEOPARDY TO ENHANCE READING COMPREHENSION OF EIGHTH-GRADE STUDENTS AT SMP NEGERI 2 POSO PESISIR UTARA

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ABSTRACT

Educators are continually looking for better ways to capture students' interest and help them understand material more effectively, which has brought more attention to interactive learning methods. One approach that has become especially popular is game-based learning, as it helps create lively, engaging, and motivating classroom experiences. This study aimed to investigate the effectiveness of the Jeopardy game in improving reading comprehension among eighth-grade students at SMP Negeri 2 Poso Pesisir Utara. Employing a quasi-experimental design, the research involved two groups: an experimental group of 28 students and a control group of 27 students, selected through cluster random sampling. Data were collected using pre-tests and post-tests administered to both groups. The Independent Samples t-test, conducted via SPSS version 22, revealed a significance value (Sig. 2-tailed) of 0.00, which is below the standard threshold of 0.05. This result led to the rejection of the null hypothesis and confirmed that the Jeopardy game significantly improves students' reading comprehension.
Keywords: *Improving, Reading Comprehension, Jeopardy Game*

INTRODUCTION

In the current landscape of English language education, proficiency in English is increasingly recognized as a key component of students' academic and communicative competence, especially since many educational resources and scholarly materials are predominantly available in English. Whitin this context, reading holds a central role because it enables learners to access, interpret, and engage with knowledge across various academic disciplines. As fundamental skill, reading allows individuals to recognize written symbols, derive meaning from text, and communicate effectively in a world rich with information. Therefore, strengthening students' reading abilities is essential not only for supporting meaningful learning and academic success but also for fostering continuous learning throughout life.

Reading comprehension is an essential skill that enables students to understand, interpret, and analyze text effectively. Good reading comprehension skills are important for eight grade students not only for academic success but also for lifelong learning. As student progress through their education, the complexity

of texts increases, making it imperative for them to develop strategies to comprehend and engage with diverse materials. However, many students struggle with reading comprehension due to various factors, including lack of motivation, insufficient vocabulary, and ineffective reading strategies.

The questionnaire results collected from eighth-grade students at SMP Negeri 2 Poso Pesisir Utara indicated, many students experience difficulties in reading English texts, particularly due to complete sentence structures, limited vocabulary, and a lack of contextual understanding. This was also confirmed by an interview with an English teacher at school, who stated that students often appear confused when reading texts and struggle to answer questions related to the reading material. In response to these challenges, the Merdeka Curriculum aims to create a more student-centered and flexible leaning environment that fosters critical thinking, creativity, and collaboration. In this curriculum, reading comprehension is not merely about decoding words but involves engaging with texts in a meaningful way. The expectations include lively learning, where students are encouraged to take part in their learning methods through interactive strategies including games. The curriculum also fosters critical thinking by guiding students to assess and interpret information from various texts. Additionally, it emphasizes collaborative learning through group activities and classroom discussions. Engaging and fun activities, such a game, are encouraged to increase student motivation and interest in reading, which could help address the difficulties faced by students at SMP Negeri 2 Poso Pesisir Utara.

To address these challenges, implementing the Jeopardy game as a learning tool presents an effective solution. This game format encourages active participation, collaboration, and friendly competition among students. The incorporation of educational games, such as the Jeopardy game, has been proven effective in a study titled "The Implementation of Jeopardy Game to Increase Student's Reading Comprehension at the Eight Grade of SMP N 1 Punggur Central Lampung" by Eviyanti, (2018). In her study, Eviyanti emphasized that the use of the Jeopardy game in the teaching and learning process led to a significant improvement in students' reading comprehension. By utilizing this game, students engage with reading materials in a fun and interactive manner, which enhances their

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motivation to participate. The game also includes vocabulary building components, helping students expand their word knowledge in context. Furthermore, the game format reinforces effective reading strategies, as students must analyze questions and think critically to answer correctly. The competitive yet supportive environment created by the game helps reduce anxiety, encouraging students to participate without fear of judgement. In conclusion, the implementation of the Jeopardy game to improve reading comprehension aligns effectively with the objectives of a self-paced curriculum and responds to the challenges commonly encountered by eighth-grade students. This approach fosters a positive and engaging learning environment at SMP Negeri 2 Poso Pesisir Utara.

MATERIALS AND METHOD

A. Materials

Definition of Reading Comprehension

Reading is a fundamental skill in English that allows individuals to gather important information, especially in education, and relies on comprehension. Comprehension refers to the mental capacity to grasp and interpret the meaning of written texts. Effective reading requires a solid grasp of vocabulary, critical thinking, and reasoning skills to derive meaning from the material, making comprehension essential for grasping both the subject matter and the content of the text. Various definitions exist for reading comprehension. Snow (2002) describes it as a way to extract and construct meaning through active engagement with written language. Woolley (2011) adds that it involves simultaneously extracting and building meaning through interaction with text. Perfetti & Stafura (2014) emphasize that reading comprehension is a dynamic process requiring continuous engagement, where readers decode and integrate word meanings into a coherent understanding, involving vocabulary, syntax, and inferencing skills. In summary, reading comprehension is the active skill of grasping and interpret text by identifying words, utilizing vocabulary and grammar, and drawing context to make sense of the content. Readers create meaning through critical thinking and connecting information as they read.

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Levels of Reading Comprehension

Reading comprehension is fundamental skill that involves more than just recognizing words. It requires active and thoughtful cognitive engagement. When individuals interact with written texts, they must process the information mentally. The depth of comprehension achieved during reading can range from basic to advanced levels. Burn, et al., (1999) categorized reading comprehension into four distinct levels, namely: literal, inferential, critical and creative. Each level represents a progressively deeper understanding of the text, reflecting the complexity of cognitive processes involved in interpreting written material.

Narrative Text

Narrative text is a type of fictional story created mainly to entertain readers and is commonly included in the curriculum for junior high school students. According to Dhillon et al. (2020), a narrative is a depiction of events, typically found in novels, fables, legend, and similar literary forms, or it may also refer to the process or ability involved in conveying a story effectively.

Types of Narrative Text

According to various sources, narrative texts can be presented in a wide range of forms, including fables, science fiction, ballads, horror stories, mysteries, fairy tales, personal experiences, legends, and historical accounts. These forms serve as mediums through which authors convey stories, each with distinct characteristics and purposes aimed at engaging readers and delivering meaningful messages.

Generic Structure of Narrative Text

One important aspect of understanding narrative texts is their generic structure, which has been explained by Anderson (2003). According to him, the generic structure of a narrative text typically includes five main parts: orientation (introduces characters and setting), complication (presents a problem), sequence of events (shows action taken), resolution (solves the problem), and coda (offers a conclusion or moral).

Definition of Jeopardy Game

Jeopardy is a popular quiz program on television in the United State of America (USA) and Canada, and it was able to be used in the teaching process to

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make it easier for active and interactive learning. The game involves a host several participants who compete against one another. Jeopardy has a unique format where clues are given as answers, and participants answer with correct questions. According to Dhona, (2020) this quiz is designed to assess participants 'ability to recognize and recall factual information accurately. Werdiyani, (2021) mentions Jeopardy can be conducted either individually or in group, and its straightforward rules make it adaptable for use in a variety of educational and informal settings. It is a favored classroom game among language teachers, allowing students to recall previously learned material. There are two versions: one that uses technology like PowerPoint and projectors, and another that relies on classroom materials such as paper and makers (Munir, 2021). Jeopardy is designed to facilitate knowledge across different subjects and levels of difficulty, enhancing motivation (Suryani & Kareviati, 2021). As a learning tool for reading, Jeopardy helps analyze and evaluate students' comprehension, making it an effective method for assessing reading skills (Werdiyani, 2021).

The steps of Using Jeopardy Games

The unsure a smooth and engaging experience for students, it is important to understand the guidelines of the game. According to Wardani (2024), there are several procedures and rules in the Jeopardy Game. The steps for conducting Jeopardy games involve the teacher introducing the topic of reading comprehension in narrative texts and explaining the game format. Colored pockets on the whiteboard display point values, with each containing a question, where higher points indicate more challenging questions, where higher points indicate more challenging questions. In this activity, students participate as contestants, while the teacher assumes the role of the host organizes the class into smaller groups for the competition. Building on this structured format, the present study addresses a gap in the literature concerning the effects of a Jeopardy game—featuring timed questions, category selection, group discussion, and point scoring—on students' reading comprehension. Although prior research has examined game-based learning generally, limited attention has been given to how specific game procedures influence learning outcomes. In this study, the Jeopardy game is carried out through a sequence in which groups answer questions within a set time limit

after the teacher signals "start," choose categories strategically, and discuss their responses, while other groups with the highest total as the winner. The novelty of this research lies in analyzing the impact of this competitive, rule-governed format, and its significance rests in offering educators an effective and engaging instructional method for improving students' reading comprehension.

B. Method

This research utilized a quasi-experimental design comprising two groups: an experimental group and a control group. A quasi-experimental design was used in this study because it enables the evaluation of an instructional intervention within real classroom settings where random assignment is not possible. Since students are already organized into intact classes, using these existing groups as the experimental and control groups is the most practical approach. This design allows the researcher to compare both groups' performance and determine the extent to which the Jeopardy game improves students' reading comprehension while maintaining the natural conditions of the school environment. Specifically, it implemented a non-equivalent control group design, in which both groups underwent a pre-test before the intervention and a post-test following the intervention. The experimental group was taught using the Jeopardy game as an instructional strategy, whereas the control group received instruction through traditional teaching methods without exposure to the game-based approach. The population in this research refers to the subjects being studied. According to Arikunto (2013), a population encompasses all subjects in a study. In this case, the population consists of eighth-grade students from SMP Negeri 2 Poso Pesisir Utara, totaling 55 students across two classes. The sampling method is crucial for study's validity, especially when time and resources are limited, necessitating a practical and appropriate technique. Arikunto (2013) defines a sample as a subset or representative of the population. The researcher applied cluster random sampling to select the study sample, assigning class VIII A, consisting of 28 students, as the experimental group, and class VIII B, comprising 27 students, as the control group. Thus, 55 students from SMP Negeri 2 Poso Pesisir Utara were chosen as the sample for this research.

RESULTS

Table 1. Results of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Group	28	27	80	47.68	12.236
Post-test Experimental Group	28	44	84	64.39	9.616
Pre-test Control Group	27	17	70	51.30	11.938
Post-test Control Group	27	37	74	59.33	8.740
Valid N (listwise)	27				

The data presented in the table show that the experimental group, consisting of 28 students, recorded pre-test scores ranging from 27 to 80, with a mean of 47.68 and a standard deviation of 12.236. Following the treatment, their post-test scores increased, ranging from 44 to 84, with an average score of 64.39 and a reduced standard deviation of 9.616. In the control group of 27 students, pre-test scores ranged from 17 to 70, yielding an average score 51.30 and a standard deviation of 11.938. During the final meeting, their post-test scores varied between 37 and 74, with average score of 59.33 and a standard deviation of 8.740.

Table 2. Test of Normality

Group	Variable	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experimental	Pre-test	.128	28	.200[*]	.953	28	.239
	Post-test	.113	28	.200[*]	.977	28	.768
Control	Pre-test	.128	27	.200[*]	.948	27	.191
	Post-test	.135	27	.200[*]	.966	27	.492

A test of normality was conducted to assess whether the data were normally distributed. The results, obtained using both the Kolmogorov-Smirnov and Shapiro-Wilk tests for the pre-test and post-test scores of the experimental and control groups, indicated that all significance values (Sig.) were above 0.05. This suggests that the data for each group met the assumption of normality *(p= 200) (p > 0.05).*

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Pre-test dan Post-test	Based on Mean	1.488	3	106	.222
	Based on Median	1.269	3	106	.289
	Based on Median and with adjusted df	1.269	3	97.395	.289
	Based on trimmed mean	1.413	3	106	.243

Levene's test was conducted to examine the homogeneity of variances between the experimental and control groups. The results yielded a significance value (p-value) of 0.243. Since this value exceeds the 0.05 threshold, it can be concluded that the variances of the two groups are homogeneous. This indicates that there is no significant difference in the variability of pre-test and post-test scores between the groups.

Table 4. Independent Sample t-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Pre-test dan Post-test	Equal variances assumed	1.687	.199	-5.683	53	.000	-16.714	2.941	-22.611	-10.818
	Equal variances not assumed			-5.683	51.143	.000	-16.714	2.941	-22.618	-10.810

The results of the independent sample t-test, conducted under the assumption of equal variances, revealed a significance value (2-tailed) of 0.000, which is below the 0.05 threshold. Consequently, the null hypothesis (H_0) was rejected in favour of the alternative hypothesis (H_a), indicating a statistically significant difference in the mean scores between the experimental and control groups. Therefore, it can be concluded that the use of the Jeopardy game effectively

improves the reading comprehension of students at SMP Negeri 2 Poso Pesisir Utara.

DISCUSSION

This study utilized the Jeopardy Game approach to examine differences in narrative text reading comprehension among eighth-grade students at SMP Negeri 2 Poso Pesisir Utara. The study compared the learning outcomes of students taught using the Jeopardy Game with those taught through conventional methods. The experimental group's mean pre-test score was 47.68, which increased to 64.39 after the treatment. Meanwhile, the control group's mean score rose from 51.30 to 59.33. Results from the Independent Sample t-Test showed a statistically significant difference between the two groups, supporting the alternative hypothesis. These findings indicate that using the Jeopardy game positively affected the reading comprehension of eighth-grade students at SMP Negeri 2 Poso Pesisir Utara.

This study supports previous research on the effectiveness of the Jeopardy Game in improving reading comprehension. Studies by (Thohirah et al., 2023), (Damayanti, 2018), and (Simbolon et al., 2022) highlight the game's role in increasing students engagement, motivation, collaboration, and comprehension skills. Our findings align with these results, showing that the Jeopardy Game not only enhances literal understanding but also encourages active participation and critical thinking. This finding is supported by Mortini (2017), who concluded that the Jeopardy game not only facilitated students' understanding of reading text but also simultaneously enhanced their comprehension and critical thinking skills.

CONCLUSION

The study's findings indicates that the calculated t-value (5.21) exceeded the critical t-value from t-table. The post-test results demonstrated a statistically significant difference in reading comprehension between students taught using the Jeopardy game and those who were not. Furthermore, the experimental group's average post-test score was higher than that of the control group. These results suggest that the Jeopardy game has significant positive impact on students' reading comprehension. Consequently, it can be concluded that the Jeopardy game is an effective method for improving reading comprehension, particularly among eight-grade students at SMP Negeri 2 Poso Pesisir Utara.

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