

# The Effectiveness Of Jeopardy Game To Teach Writing (An Experimental Study At Indonesian Seventh Grade Students)

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## Abstract.

*This study was conducted to determine the effectiveness of using Jeopardy game (teaching and learning media) in writing skill for simple present tense topic. The method used for research was quasi-experimental with two group pretest-posttest. The participants of this study were Indonesian students at seventh grades. The research was conducted by 8 meetings, 6 meetings for treatments and 2 meetings for pretest-posttest. The research data collection used normality test of Shapiro-Wilk, a test of test on SPSS program. The result of the research showed the different significance before and after treatment with data analysis criteria of t-test showed a t of -6.406 and the probability (p) <0.05 was 0.00. The study showed the effectiveness of using Jeopardy game to teach simple present tense in writing skills.*

**Keywords:** Jeopardy game; teaching and learning media, and writing skill.

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## I. INTRODUCTION

Writing becomes the most challenging skill for Indonesian students among four language skills that must be mastered such as listening, speaking, reading. It can be triggered by the condition or the use of English itself tends to be inconsistent. Most students in Indonesia also have different languages, making it sometimes difficult to communicate and learn a second language naturally Samad (2020). It means that students prefer using Bahasa or their native language for daily activities. Moreover, students must have difficulty in understanding when learning English at school Sinthianuary (2020). As the basic rule of language, grammar is one of the components that needs to be mastered by students. Therefore, learning English grammar is crucial for the mastery of English. Rossiter (2021) states that language as a big highway, the words are the cars, but the grammar is the road signs and markings that tell people driving on it. Without road signs, a big highway would quickly descend into total confusion. It follows that to progress beyond fairly basic levels of expression, learners of any language, whether it be their native language or a foreign language need to master the essential grammatical rules and principles. In grammar, students are given language rules, one of which is tenses.

There are so many tenses used in English. One of the tenses that must be learned by junior high school students is the simple present tense. Simple present tense is important to junior high school students to make and use sentences to communicate in daily life. Azar (1996) states that simple present tense is one of the most common and important tenses in English, and a good understanding of this tense can help students in English learning. Besides, students can identify and make descriptive text well in which simple present tense is used. Based on the results of observations, some students have difficulties in using basic simple present tense sentences, for example when the author discusses the material "Simple Present Tense" students have difficulties understanding and making a sentence with minimal vocabulary and placement of ideas in accordance with the generic structure of descriptive text to make the story interesting for readers. Media is a tool that teachers use in explaining, delivering, and transferring material to students (Hastomo, 2016). Teaching using games can not only motivate students but can also increase their interest in learning use the language being studied (Bakhsh, 2016).

In learning simple present tense, for example, the use of games that require students to create sentences using verbs in simple present tense, or identify sentences. Some researchers who have conducted research have also found similar problems and causes of student's difficulties in writing areas and game as

media as the problem solver. For example, Pingmuang and Koraneekij (2022), Sartika (2020) and Fauzy (2014) assumed that one of most factors that affect students' writing is teaching technique and media for teaching. They also found that game-based activities in language learning could help students to improve their writing skills. In another study, Sepyanda and Handayani (2021) also found that difficulties in mastering how to organize words into good sentences and they did not know how to place subjects, predicates, and objects properly mostly faced by the students. Moreover, Taslim (2016) and Valderama et.al, (2022) spotted students to more participate in the class by using educational games to encourage their engagement and enrichment the difficulties in some sentences must use correct vocabulary and some aspect in grammatical rule.

## II. METHODS

The experiment is the best way to establish cause-and-effect relationships among variables (Jack R. Fraenkel, 2006). This research is quasi-experimental. The quasi-experimental design tests whether relationship between the independent and dependent variables. The independent variable in experimental research is also frequently referred to as the experimental, or treatment, variable. The dependent variable, also known as the criterion, or outcome, variable, refers to the results or outcomes of the study (Jack R. Fraenkel, 2006) The independent variable is the variable that affects and the dependent variable is the variable that is affected (Gonulal, 2017). The independent variable is Jeopardy Game, and the dependent variable is simple present tense. The quasi-experimental design uses a pre-test-post-test design. This is a common thing in experimental design. This design has an experimental class and a control class.

The participants in this study were 60 of seventh grade students in the second semester at SMP Al Ma'arif Bantul. The number of students were a combination of experimental class and control class where each class consisted of 30 students. This research was conducted for 8 meetings. Pre-test and post-test were used to collect the data. The pre-test was given in the experimental and control classes to determine the students' ability to understand simple present tense by writing descriptive text before being given the treatment. The pre-test included material about descriptive text but did not use Jeopardy Game. Then, the post-test was conducted to determine the experimental class and control class after being given treatment using Jeopardy Game.

## III. RESULTS AND DISCUSSION

The data collected after researching by analysis requirements tests showed the normality test and homogeneity of variance test followed by T-test independent test shown in table 1 and 2. The complete test results.

**Table 1.** Test of Normality

|               | Test of Normality               |    |      |              |    |      |
|---------------|---------------------------------|----|------|--------------|----|------|
|               | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|               | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Writing score | .103                            | 60 | .178 | .966         | 60 | .095 |

a. Lilliefors Significance Correction

Table 1 provide the normality test of data from the difference score between experimental group and control group. It can be seen that p value is 0.095 and is greater than  $\alpha = 0.05$  ( $p > 0.05$ ). Hence, that the results of the normality test for experimental and control classes are normally distributed using Kolmogorove-Smirnove considering the sample size is more than 50.

**Table 2.** Independent Sample Test

| Independent Samples Test                |   |      |   |                              |                 |                 |                       |   |       |
|---|---|------|---|------------------------------|-----------------|-----------------|-----------------------|---|-------|
| Levene's Test for Equality of Variances |   |      |   | t-test for Equality of Means |                 |                 |                       |   |       |
|   | F | Sig. | t | df                           | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|   |   |      |   |                              |                 |                 |                       | Lower                                     | Upper |
|   |   |      |   |                              |                 |                 |                       |   |       |

|               |                             |       |       |        |        |      |           |         |          |         |
|---------------|-----------------------------|-------|-------|--------|--------|------|-----------|---------|----------|---------|
| Writing Score | Equal variances assumed     | 0,006 | 0,938 | -6,406 | 58     | .000 | -10.30000 | 1,60775 | 13,51826 | 7,08174 |
|               | Equal variances not assumed |       |       | -6,406 | 56.890 | .000 | -10.30000 | 1,60775 | 13.51960 | 7.08040 |

Table 2 shows the Levene's test for equality of variance at 0.938 which is greater than 0.05. thus, it is assumed that the data is equal. The test also results using an independent t-test was at -6.406 and the probability (p) <0.05 was 0.00. It indicates that there is a significant difference between the experimental class and the control class. Therefore, it can be concluded that Jeopardy Game is effective to help students in improving their simple present tense writing skills. From the data above, it is explained that there is a significant difference before and after the use of Jeopardy Game in improving student's writing skills. The use of Jeopardy Game in improving student's writing skills is significant. This finding is in accordance with the research of by (Muleng, 2018) that reported that technique is effective to be used in vocabulary learning, which showed a significant difference in using Jeopardy Game in teaching Vocabulary. The above research concluded that the use of Jeopardy Game can improve vocabulary. In another study, wanted to find out whether there is or not a significant difference between students who were taught Simple Past Tense by using Jeopardy Game and who were not taught by using Jeopardy Game The study revealed that students have problems in writing simple past tense. The result of the posttest of the experiment class is 83,81 which is higher than the control class 72,62.

It means that teaching Simple Past Tense using Jeopardy Game Method is better than teaching Simple Past Tense without Jeopardy Game Method. The advantage of using Jeopardy Game in this study is that it can help students to compose simple present tense sentences in writing activities. Furthermore, Sepyanda and Handayani (2021) and (Nuraini et.al, 2022). also confirmed the findings. Their study found that Jeopardy game provide students more motivation and enthusiastic in learning and trigger them to improve their language skills. Game in language learning could prompt students to be more active in joining learning activities and lead them to set their own goal because the get influenced by the circumstances and atmosphere in the class. It allows students to more participate in the class by using educational games to encourage their engagement and enrichment (Valderama et.al, 2022). This findings also support the finding of other authors related to game as learning and teaching in language learning. Taslim (2015) found climbing grammar mountain game to teach simple present tense on junior high school students was effective and could improve students' skill. Moreover, Pingmuang and Koraneekij (2022) and Srtika (2020) also took a conclusion that game as learning and teaching media in language learning provides attractive experience through feedback, activities and the features within the game played in the class.

#### IV. CONCLUSION

The main objective of this study was to determine whether the use of Jeopardy game is effective in improving students' writing skills. This study involved 60 of second semester seventh grade students at SMP Al Ma'arif Bantul. There were several tests and treatments used in this study and used SPSS program to find the significance of the data. As a result, students can also understand how to use simple present tense for writing skills. The results of this study suggest using media in learning activities to facilitate the delivery of material. As an educator, you are also expected to be able to implement all knowledge with technology in order to keep up with technological developments in the world of education. Future research with similar topics is expected to be even better despite different backgrounds, participation, media and different variables. The recommended method in this research is the quasi-experimental design method to find its effectiveness.

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