

ENHANCING VOCATIONAL HIGH SCHOOL STUDENTS' READING SKILLS USING JEOPARDY GAMES

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Abstract

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 vocational high school was little to be found. This study tried to figure out the implementation of Jeopardy games in enhancing reading skills for vocational high school students. Classroom action research was conducted to observe students' improvement in reading after implementing Jeopardy games in reading activities. Closed-ended questionnaires on how the jeopardy games influence the teaching process and activities were conducted to get the quantitative data. Observation, reflection, open-ended questionnaire, and FGD were gathered to strengthen the result of quantitative data. The results showed that students demonstrated better reading comprehension from the diagnostic test, cycle I, and cycle II results; mean score 5.76, 6.48, and 7.28. Students also reported that they got motivated and were likely to read more. To conclude, students stated that they experienced some improvement in cooperative learning and reading strategies. The implication of the study is discussed at the end of this article.

Keywords: *classroom action research; interactive game; jeopardy games; reading skills; vocational high school*

1. Introduction

Reading skills are one of the English basic skills that high school students need to master. However, some issues were found regarding students' psychological and cognitive aspects (Berry & Dasen, 2019; Blau et al., 2020). These psychological and cognitive aspects will lead to other English skills despite the urgency for senior high school students to master the essential one, for example, reading skills (Ikhsan, 2017). Therefore, high school students need to have adept reading skills as the foundation of other skills. The receptive skills, namely listening and reading skills, are the first skills that students need to master, especially for beginners (Takaloo et al., 2017). As Takaloo et al. (2017) mentioned, most beginner learners try to understand a written text using a top-down model. The readers start with processing the information in mind and then start to process it into information and

transcribe it to the meaning of a text. Those material compositions can help students easily understand the text and improve their reading skills. Jeopardy game is an alternative way to boost high school students' interest in reading (Suryani & Kareviati, 2021; Werdiyani, 2021). Jeopardy games have proven to be beneficial and effective in enhancing students' reading skills (Suryani & Kareviati, 2021). Suryani and Kareviati (2021) also argue that the Jeopardy game could improve students' reading skills in a class with low reading ability.

The benefits students may achieve from reading could vary. For example, the benefits can range from getting more information from many sources, understanding new information and knowledge, to motivating students by participating in class learning activities. As the function of reading is to give prior knowledge to the EFL students, reading can provide some essential advantages to building students' language expertise. Good EFL reading shall include good material for students to improve their reading skills. The student's prior knowledge might be promoted by providing additional information they got from reading. These include tenses or grammar, rich vocabulary (Afzal, 2019), and proper level for the reader (Long, 2020).

Improving reading skills are crucial for EFL students, but the psychological aspects equally need to get proper attention from teachers and researchers. The student's emotions, motivation, and problems need further treatment by the teachers and school committee (Piniel & Albert, 2018; Saito et al., 2018; Teimouri, 2017). When students' psychological aspects are not controlled or supervised wisely, they will lead to disruption or, worse, significant destruction in students' mental health (Vadivel et al., 2022). Therefore, proper treatments are crucial to getting more consideration from teachers and schools. Implementing practical and fun learning activities in learning English becomes essential and urgently needed for the sake of the students.

The selection of appropriate techniques and approaches can save the students from mischievous harm from negative psychological aspects (Berry & Dasen, 2019). Awful emotions that lead to laziness, procrastination, and ignorance of the subject matter can be avoided by implementing the proper teaching techniques and approaches. Reading is one thing that frequently makes students easily get bored (Min & Mustain, 2017). Therefore, several techniques and approaches can be used to avoid such problems, such as collaborative reading strategy (Anwar, 2020), critical literacy (Gustine, 2018), home learning approaches, instructional media and a language learning tool such as Instagram (Rizal & Farikhah Z, 2021), Information and Communication Technology (ICT) and Jeopardy games (Suryani & Kareviati, 2021).

The implementation of Jeopardy games in increasing reading skills and developing students' psychological aspects has been proven in several studies (Suryani & Kareviati, 2021). The Jeopardy game was also frequently used to improve students' reading apprehension. The results from those studies have demonstrated that students are also getting eagerness to participate in the learning activities. They actively participate and contribute to learning by answering the questions in Jeopardy games. Although, the educational benefits of the Jeopardy game were numerous, there were still few evidences of Jeopardy games implementation for reading comprehension at the vocational high school level using Classroom Action Research. Based on this empirical gap, classroom action research was used to discover how the Jeopardy game is applied to teach reading skills and to improve students' skills in understanding English text as a learning process of the teaching strategy in vocational high school. Predictably, the learners would be able to understand and

enjoy the reading text and improve their reading skills. Thus, the researchers tried to formulate two research questions in this study. First, to what extent did the students' reading comprehension improve after learning from the jeopardy game reading activities? Second, what were the students' perceptions on their motivation and reading skills after learning from the jeopardy game?

2. Literature Review

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. Furthermore, the jeopardy games were easily played in any place. The preparation needed to play the jeopardy games were categorized as minor. Little preparation is required to organize these competitive games. In addition, the Jeopardy game also meets five principles of good English game design: encouraging, easy to play, attractive, enjoyable, and educational. Playing jeopardy games is proven to make students more relaxed and not afraid to try to answer questions. Students learn from mistakes and figure out the text more deeply. Likewise, students also showed a good improvement in interaction and track comprehension by playing these Jeopardy games (Min & Mustain, 2017). Jeopardy games are considered a game that can boost students' reading skills. Furthermore, this study is aimed to give further information about the use of the Jeopardy game in teaching reading and several benefits of implementing the Jeopardy game in students' reading skills.

Some studies were on improving reading skills and teaching using Jeopardy games. First, a study by Sanders, Arce-Trigatti, and Arce (2020) showed the use of the Jeopardy game for promoting learners' problem-identification skills. The game is used in a senior-level chemical engineering school. The result showed that the Jeopardy game helps the learners identify and solve the issues in the learning projects. Second, the Jeopardy game was also carried out in dental education at Goethe University Frankfurt, Germany by Friedrich, Moeltner, Rüttermann, and Gerhardt-Szép (2019). The study has demonstrated the students' self-study has significantly developed. They welcomed this game as a learning setting, and they would gladly recommend this activity to their friends. Last, a study on implementing a Jeopardy game to improve reading comprehension was conducted by Damayanti (2018) on first-grade junior high school students. The study was classroom action research and was completed in two cycles. At the end of the result, Damayanti stated that students' responses were encouraging, and the students were becoming more active and interested in the learning activity. Therefore, the Jeopardy game was clearly recommended for enhancing students' reading comprehension. However, the studies by Damayanti (2018), and Moeltner, et al. (2019), were carried out at the elementary and university levels of education. To comprehend the use of the Jeopardy game in vocational high school, the researcher conducted classroom action research to directly implement it in the teaching and learning activities.

This study employed classroom action research as it is a beneficial method for teachers to improve classroom learning activities (Maba, 2017). Besides improving students and classroom learning activities, classroom action research is proven to help teachers increase their classroom management and teaching capacities. [Click or tap here to enter text.](#) Applying action research in the classroom is essential for teachers nowadays. By having the ability, teachers unconsciously emerge their teacher professional development. The upgrading of teaching style and the use of technology are some reasons why classroom action research needs to be done by any teacher. Classroom action research may give teachers significant and priceless experiences promoting professional development. In addition, classroom action research can redirect the path of teaching progress. Teachers' growth is crucial in thriving classroom learning activities for educational continuousness. Therefore, encouraging teachers to be ready, knowledgeable, and skillful is indispensable [Click or tap here to enter text.](#) In classroom action research, teachers have a role as both educators and learners. Consequently, it is not surprising if classroom action research becomes an essential method in enhancing teaching and teacher professional development.

3. Research Method

This study was classroom action research to investigate and explore students' obstacles and problems faced inside a class and improve students' reading motivation and skills, particularly in English lessons. From the students' difficulties in understanding short sentences and lack of vocabulary, these conditions encourage the teacher to conduct classroom action research using the Jeopardy game. Moreover, action research gave opportunities for the teacher to grow and develop his professional development. Action Research Spiral were appropriately applied to explain how the researchers conducted the study in the classroom. Figure 1. action research spiral two cycles showed the implementation of the classroom action research.

The steps were divided into two cycles, namely cycle I and II with the same steps of "plan, action, observe, and reflect". Cycle I was done in August 2022. Before coming to the next cycle, the researchers tried to examine and investigate the problems or difficulties faced in cycle I. After that, the researchers continued to the next cycle, cycle II, in September 2022. The processes in cycle II were similar to cycle I, namely revised plan, action, observing, and reflecting. These cycles were directed in six meetings.

The data were in the numerical forma, they were diagnostic test, progress test results, and questionnaires. The descriptive and conceptual findings were observation, interviews (focus group discussion), and field notes. The Jeopardy game was implemented in the learning process to facilitate students' reading motivation and skills (Suryani & Kareviati, 2021). Other online platforms, such as quizz.com and google classroom, were used to help accommodate students in accessing the materials and assessments. The findings from these two cycles are discussed in the result and discussion sections.

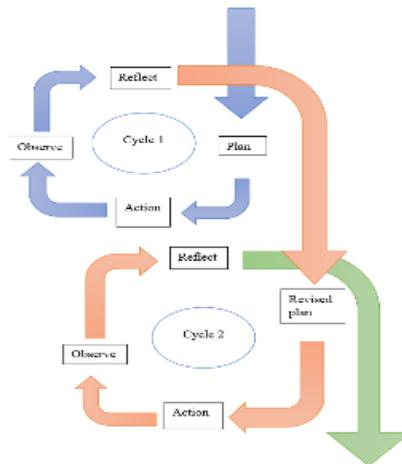


Figure 1. Action Research Spiral of Two Cycles

3.1 Data Setting

This study was conducted in one of the private vocational high schools in Yogyakarta. The research was held from July to September 2022. In the third week of July, the researchers started to observe students' obstacles and problems faced inside a class and to what extent students' reading motivation and skills were performed in English class. After the observation, the data were processed and analyzed; the next phase was giving a diagnostic test to measure students' reading skills before conducting action research. In the first week of August, the researchers started to employ the first cycle of classroom action research stages, namely planning, acting and observing, and reflecting. The second cycle of classroom action research was completed in the second week of September. At the end of the second cycle, the progress test was directed to measure students' reading skills after having classroom action research. In the third week of September, the questionnaires were distributed to the learners to determine their opinion on how the action research activities had been done in the class. In addition, interviews in the form of focus group discussions were held at the end of September to gather final data and complete the study.

3.2 Data source

The participants of this study were 25 students, ten males and 15 females. The students were 14 to 17 years old. All participants' names were written in pseudonyms to give anonymity to the participants. The classroom action research was organized in English class. This English class was chosen according to the diagnostic test research result. In addition, the teacher in the target class gave his permission to administer the class. In this class, the time allocated for one meeting was three credits, 45 minutes per credit. Moreover, this study was held in six meetings.

3.3 Data collection

The method employed in this research was classroom action research. The researchers carried out a diagnostic test study first to help the researchers analyze the students' needs, limitations, and expectations. In this section, the researchers tried to figure out students' problems, proficiency, and hope in learning English. This diagnostic test study was held at the beginning of the classroom action research study. A diagnostic test was

beneficial to conduct in order to gain students' preceding knowledge. The diagnostic test was directed by doing a quiz on quizizz.com, contained 20 questions. After gathering information from the diagnostic test results, the researchers conducted the class observation. Classroom observation was essential to understand and feel the atmosphere of the class and investigate the teacher in teaching (Halim et al., 2018). The observation was used to gather information on how the teacher managed the students and organized the flow of the class.

Following the diagnostic test and observation section, there was a diagnostic test in the form of a focus group discussion to measure pre-existing students' knowledge of understanding reading material and skills (T. Berry, 2008). The next step was the teaching-learning process in cycle I. As mentioned before, cycle I consisted of a plan, action, observation, and reflection. After cycle I was finished, there was a progress test II to perceive students' improvement in understanding the reading material and reading skills after getting treatment using Jeopardy games. There were 20 questions that students needed to answer using quizizz.com. Reflection was done to draw conclusions in this section about students' opinions and feedback on the first cycle.

After the researchers finished analyzing the result of cycle I, the progress test I was conducted at the beginning of cycle I in the form of focus group discussion to gain students' pre-existed knowledge of the second reading material. After finishing the progress test I, the researchers did cycle II using the implementation of Jeopardy games. After that, the progress test II and reflection of cycle II were done. Likewise, the progress test was conducted by answering 20 questions using "quizizz.com" platform. The detail of the questions from diagnostic, progress test cycle I and II, in jeopardy games can be seen in table 1. The test items were different from cycle I, but the difficulty level was the same. The topics were taken from the English textbook for X grade about narrative text learning objectives.

Topic	Diagnostic test	Cycle I		Cycle II	
		Jeopardy Games	Progress test	Jeopardy Games	Progress test
Social Functions	4,5,10,16,17	4,7,12	4,5,10,16,17	7,8,13	4,5,10,16,17
Text Structures	11,12,18,19,20	3,6,8,13	11,12,18,19,20	1,4,10,15	11,12,18,19,20
Linguistic Elements	6,7,13,14,15	2,9,11,14	6,7,13,14,15	2,3,12,14	6,7,13,14,15
Information about the text	1,2,3,8,9	1,5,10,15	1,2,3,8,9	5,6,9,11	1,2,3,8,9

Table 1. Questions distribution data

From the reflection and results of progress test I and II, questionnaires were distributed to the students to gain their perspective on the classroom action research, two cycles, and the implementation of Jeopardy games. The questionnaire consists of three themes and 15 items using likert-scale five options strongly agree, agree, neutral, disagree, and strongly disagree. The researchers did twice focus group discussion interviews, with five students interviewed to triangulate data; the first group consisted of three students, and the second group consisted of two students. The flow of the study can be seen in figure 2 below.

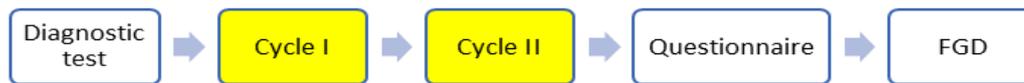


Figure 2. The flow of the study

3.4 Data Analysis Technique

The questionnaire and progress test data were analyzed by frequency, percentage, and mean. The researchers used statistical software, namely SPSS, to examine and determine the result into numerical and descriptive statistic data. The mean data results drew with the likert-scale range (Sözen & Güven, 2019; Sugiyono, 2015). The likert-scale range had displayed in Table 2.

Moreover, the data gained from observation, writing reflection, interview (focus group discussion), and field notes from cycles I and II were analyzed by content analysis. Coding was used to process the data, so the results of those instruments were effectively used related to the research questions. Linneberg and Korsgaard (2019) clarified that the data gathered in the form of words, paragraphs, and pages, like the result from observation, writing reflection, interview (focus group discussion), and field notes in this study, need to be examined to become empirical materials.

No	Range	Indicator
1	5-4.21	Strongly agree
2	4.2-3.41	Agree
3	3.4-2.61	Neutral
4	2.6-1.81	Disagree
5	1.8-1	Strongly disagree

Table 2. The range of likert-scale

4. Results and Discussion

The classroom action research was composed of two cycles. The steps began with diagnostic research and observation and then improved and adjusted the result's action research process and outcome. At first, students were given a diagnostic test to check their reading skills and ability to understand a text. The implementation of Jeopardy games was applied in cycles I and II.

4.1 The Implementation of Jeopardy Games

Cycle 1

Plan step. The planning activity started with preparing reading material and composing slides using a PowerPoint presentation for the Jeopardy game. After the preparation was finished, the teacher began to do the action in the class.

Action step. The learning activity or action went with three steps. In the first step, the students learned together in class, reading the material/text given by the teacher. Students should read the text individually and try to find the meaning of difficult words they found. In the second step, students were divided into four groups and discussed the text. After that, each group member shares what they got in the designed group. The teacher started to explain what jeopardy games were and the rules. In the third step, students play the games

and then discuss with the teacher the obstacles and problems faced during the games. The students also expressed their happiness and good moments when playing the jeopardy games.

Observe step. In cycle I, students seemed to get a difficult understanding of the text given. In this first cycle, the text is narrative. When students read the text for the first time, students seemed to enjoy the text and kept silent while reading the text. However, not long after that, students started chatting with peers and friends in Bahasa Indonesia and a few English. Some students talked about the story's content, and a couple tried to ask about the meaning of some difficult words. As mentioned by Suryani et al. (2021), the problems found by the students were they found difficult and new words from the text. She found the same problem in her study since her students were limited in vocabulary. Therefore, students spent too much time looking for answers or new vocabulary in dictionaries.

Meanwhile, students stated that they felt challenged and competitive with other students. These feelings were constructive and beneficial for students' development (Branco, 2018). Competition with other students would develop learning activities and values. The study from Licorish, et al. (2018) boosts the feeling of competition in learning activities. Increasing participation, encouraging thinking critically, and growing interaction between students were reported to be the students' positive behavior in the study.

Reflect step. According to the findings and the outcome in cycle I, the enhancements were generated for cycle II. Teachers needed to give scaffolding to students before starting the main activity (Tan, 2018), providing possible words used in the text and new vocabulary before starting the games and asking students to find the meaning in the first language, then dividing the students based on their achievement and capacity, so there will be no group with imbalanced ability. Students were given a chance to ask the teacher and fellow students before starting the games if there were any difficulties.

Cycle 2

Revised plan. Same as in cycle I, jeopardy games became the main interactive activity to cultivate students' interest in learning English, especially reading skills and reading comprehension. The difference from the cycle 1 was this cycle implemented the reflection and added some necessary actions regarding the suggestion and feedback from cycle I. The teacher instigated the scaffolding activity by conducting a classical discussion on what the students would have in the section.

Action step. The learning activity in cycle II started with the teacher distributing the material. The teacher began by mentioning some uncommon words and asking students what those words meant. The students responded and took notes on the answers. After that, students were instructed to have independent reading. Independent reading boosted students' awareness of what they read and improved their autonomy (Septiningrum et al., 2018). For the next step, the teacher arranged the students into several groups based on their performance in the previous cycle. This step ensured that the students were at the same level for every group. The teacher gave some instructions and explained the rule and how to play the game in detail. Before starting the games, the teachers asked the students to read in groups and share what they got from the text with the members. In the final step, students played jeopardy games. The competition atmosphere was really high and tense. When one group tried to answer a question, the other groups tried to re-read the text and attempt to steal the point for the question. They were given a hard-work to find the best

answer from the text. The teacher led the games and gave comments and suggestions when students gave incorrect answers.

Observe step. Under the circumstances, in cycle II, students showed confidence when answering the questions in jeopardy games. This condition occurred because they found out that they had already mastered the material and got prepared. Douglas et al. (2016) mentioned the setting for reading, students' experiences and habits, and assessable assessment becomes the main point to becoming reliable and trained readers. Preparing the students with any essential words gave students more self-assurance in reading.

Furthermore, the grouping decision played a significant role in balancing group comprehension (Yu, 2019). Students actively discussed the problems and difficulties they faced in cooperative learning. Students with high achievements need to be arranged together using moderate and less accomplishment (Suryani & Kareviati, 2021). Students of high achievement would help their group members achieve the same or higher goals as they had. The implementation of jeopardy games increased students' motivation and reduced the problems when students read a text (Damayanti, 2018; Sanders, et.al., 2020; Werdiyani, 2021). The result of this activity has allied with the study of Bestiana, et. al. (2014) on improving English vocabulary in junior high school. Their study demonstrated the implementation of these games in vocabulary mastery at the junior high school level. The result was astonishing. More than 75% of students liked this game, and they agreed that this game improved their ability to master vocabulary.

Reflect step. The purpose of jeopardy games to enhance vocational high school students reading skills was achieved during cycle II. Students actively answered the question displayed in jeopardy games. Only two questions were answered incorrectly because the questions were related to grammar. Some students were previously quiet in cycle I but not anymore in cycle II. They tried to answer the questions, and their answers were correct. Moreover, the willingness to answer any questions also rose. Students became more active which could be seen when they enthusiastically raised their hands and answered questions. The students' speaking skill was indirectly improved since they gave answers orally. They use good English when trying to utter the answers. Occasionally, students were disappointed when all the questions were answered and the game ended, which means that they enjoyed the games and were eager to play again. In playing the games, students demonstrated self-confidence, enthusiasm, and curiosity. This result was very much similar to the study of Tan (2018), which presented the effect of the game on students' motivation. Students were exposed to tremendous growth in reading competence after playing the game. The improvement in competence takes into account not only the students' qualitative remarks but also the fact that they would have to correctly answer all of the questions pertaining to the reading material to finish the game. The repeat of how valuable pupils found it highlights the sense of innate satisfaction.

4.2 The result of the Jeopardy game activity

The outcome of implementing the Jeopardy game activity in cycles I and II was demonstrated in Figure 1. Score achievement was a result of students' work to measure their understanding of reading proficiency from a total of 25 students. The range of the score was from A (Outstanding), B (Good), C (Fair), and D (Poor). These scores were gathered from diagnostic test and progress tests in cycles I and II.

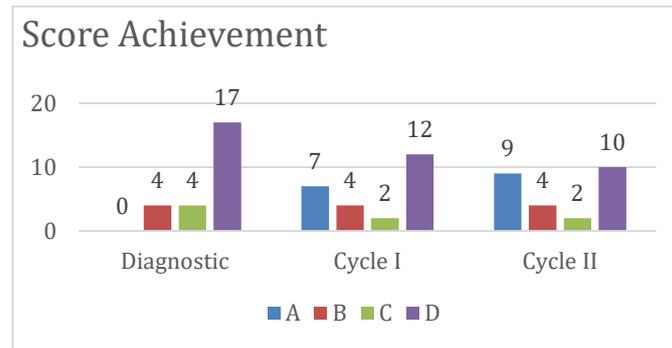


Figure 3. Students' scores in reading comprehension

Figure 3 showed a slight improvement in students reading comprehension before the implementation of jeopardy games and after cycle I and revision in cycle II. There was no A score on the diagnostic test. However, the D score indicated as poor was the highest, with more than 15 students (60%). After implementing Jeopardy games, there were some improvements in students reading comprehension in cycle I. Seven students (28%) got outstanding and fewer students (48%) were poor (D) in reading comprehension.

Moreover, positive development was seen in cycle II after some revisions and improvements gathered from suggestions and insight from observations by other teachers and reflections made by students. Only ten students (40%) were still in poor condition, and nine (36%) got outstanding achievements. This situation happened because students said they were easy to get sleepy and confused when they should take a test reading comprehension. This was similar to the study by Sabiq (2018). He mentioned the students rarely achieved higher achievement because they felt bored, tired, and exhausted when they must do reading tests. Therefore, some improvements were made in cycles I and II to boost students' activeness and generate competition between the students. As mentioned by Kusumaningrum and Binarti (2021), the implementation of Jeopardy in learning activities helps students to improve their participation, motivation, and learning achievement. In cycle I, students were passive and shy to answer questions. After some revision and development, in cycle II, the passive students started to show up and try to answer the questions in the jeopardy game. These conditions followed several studies that have already been conducted previously (Kusumaningrum & Binarti, 2021; Sanders et al., 2020; Werdiyani, 2021). Jeopardy games facilitate students to be active learners and demonstrate the students' developments in vocabulary and reading comprehension.

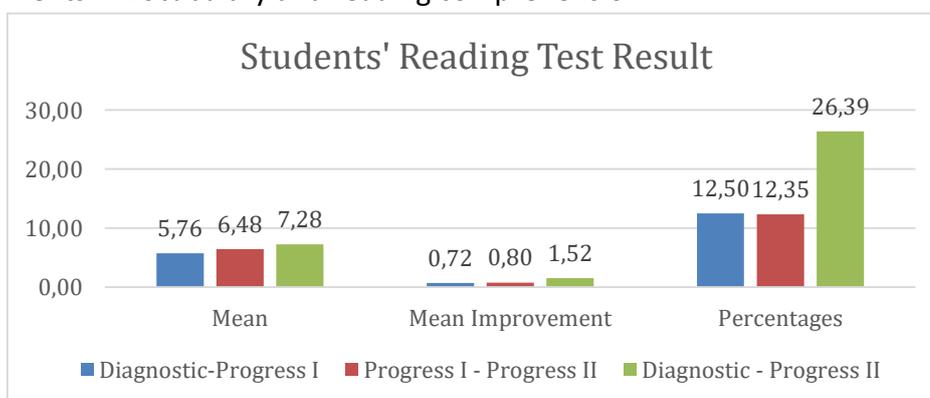


Figure 4. Students' reading comprehension result

Students' reading comprehension was slightly improved from the diagnostic test and progress test in cycles I and II. Figure 4 showed the mean score in students' reading comprehension in the diagnostic test was 5.76, the progress test in cycle I was 6.48, and cycle II was 7.28. As displayed in the mean improvement column, the difference between the diagnostic test and progress test in cycle I was 0.72. Furthermore, from the progress test in cycle I and cycle II, there was only 0.8 progress. However, compared to the previous results, there was a 1.72 difference between the diagnostic test and progress test in cycle II. These results showed a development in the students' reading comprehension. The percentages also supported this condition, as shown in figure 4. Even though there was a slight decrease in value from diagnostic- progress test I (12.5%) and progress test I – progress test II (12.35%), it was not upset the results obtained from the diagnostic test to progress test in cycle II that the percentage was 26.39% improvement. Therefore, using the jeopardy game to improve students' reading comprehension proved that it succeeded in improving their reading comprehension.

4.3 The Questionnaire Result

The result of the questionnaire on implementing the Jeopardy game activity in the classroom is demonstrated in figure 5. The results consisted of three parts: intrinsic motivation, extrinsic motivation, and reading aspects.

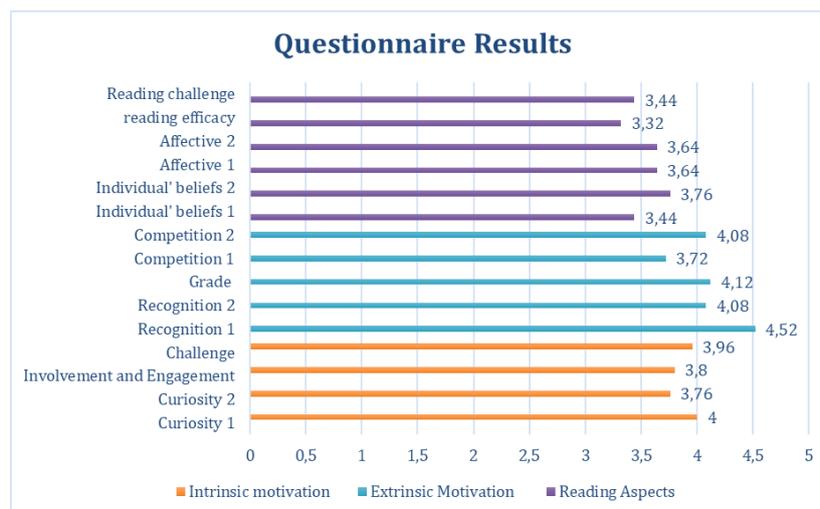


Figure 5. Questionnaire result pf implementing Jeopardy game

4.3.1 Students' Intrinsic Motivation

Salikin et al. (2017) explained that intrinsic motivation consisted of curiosity and preference for challenge, and Thohir (2017) indicated that there was involvement and engagement in intrinsic motivation in students' learning activity. Figure 5 showed that students' curiosity was high, mean of 4 and 3.76. Students agreed they got motivated to read the reading because they were curious about the text and the questions in jeopardy games. However, this finding is not the same as what Salikin et al. (2017) found in their research. They discovered that English reading was hard to understand. Therefore, curiosity did not make the students want to read English literature.

Furthermore, students had agreed, mean score of 3.8, that they wanted to take part in English reading because of the implementation of the Jeopardy game in the reading activity. They were interested in reading the literature used when playing jeopardy games

because the topic was fascinating. Thus, students got involvement and engagement in learning using the jeopardy game (Kadoun, 2015).

Moreover, students agreed that they prefer the jeopardy game to regular reading activities because reading English text using Jeopardy games was more challenging and exciting. This motivation got a mean score of 3.96. Students liked challenges and believed that challenges made learning more fun and entertaining. The students reported a mean score of 3.88 for intrinsic motivation, which means that they agreed that the Jeopardy game in the reading activity boosted their intrinsic motivation.

4.3.2 Students' Extrinsic Motivation

In their study, Salikin et al. (2017) briefly explained what extrinsic motivation took effect in reading. They refer to extrinsic motivation as a force from outside the learner in doing something, such as reward, recognition, and goal structures or good grade (Sulistianingsih, 2018), and competition (Wang & Guthrie, 2004). In figure 5. The questionnaire result of implementing the Jeopardy game was recognition, with a mean score of 4.52 and 4.08, got a good grade with a mean score of 4.12, and competition had a mean score of 3.72 and 4.08. The result showed that extrinsic motivation played a big role in stimulating the students to read the text and play the Jeopardy game.

Moreover, these results shared a similar outcome with the study of Salikin et al. (2017). Students were likely willing to read English text when they got recognition from the teacher or other students (Ekalestari et al., 2019). Furthermore, Komiyama (2013) stated the same as the result of this study. Students strongly agreed that they read the text because they wanted to get higher scores in the reading activity and the Jeopardy game. Moreover, the competition aspect also had a role in increasing extrinsic motivation in reading activities. The main concept of gamification in learning activities was to boost students' competition sense between them (Tan, 2018). The total mean score of extrinsic motivation was 4.1, which meant that students' extrinsic motivation was high.

4.3.3 Students' reading aspect

The influence of Jeopardy games on reading comprehension has been proven by many researchers (Damayanti, 2018; Kusumaningrum & Binarti, 2021; Werdiyani, 2021). However, the individual beliefs, affective or emotional component develops, reading efficacy, and reading challenge should be investigated deeper (Toste et al., 2020). From figure 5. The questionnaire result of implementing the Jeopardy games showed that the students reported having superior individual beliefs, with a mean score of 3.44 and 3.76. Students also reported that after playing the jeopardy game, they felt more accessible in understanding (mean=3.64) the reading and want to play the jeopardy game again soon (mean 3.64). However, students reported that they neither agreed nor disagreed that they became good readers after playing Jeopardy with a mean score of 3.32. Last, students displayed a positive attitude toward the challenges while reading English text while playing the Jeopardy game. The total score for the reading aspect when playing the Jeopardy game was high, with a mean score of 3.54, which meant they possessed several reading aspects while playing the jeopardy game.

4.4 Students' perspectives on the Jeopardy game

Students' perspective was drawn on the condition they experienced during classroom action research activity. Some instruments to obtain information from students include classroom observation, reflection, open-ended questionnaires, interviews, and FGD. This part was intended to dig deeper into what students felt and experienced during the classroom action research activity on implementing the Jeopardy game in teaching reading.

The students reported that they need cooperative learning to succeed in the jeopardy game. "(I) work with groups to be cohesive (Student 1)". As mentioned by Kainta and Rombot (2020), to make an encouraging condition in class, students should build a cohesive learner group with proper rules and patterns. This condition should be encouraged to build positive motivation in the learning activity. Through such collaborative learning in group work, students might also consider arranging strategies for effective and efficient workflow (Carolin & Lintangari, 2022; Chang & Brickman, 2018). "One member takes turns answering and thinking together (Student 2)". When playing the jeopardy game, students had limited time to think and answer the questions (Bestiana & Lestari, 2014). Therefore, students were forced to share the task and role to achieve the group objectives, answer the question correctly, and gain the highest score. Rao (2019) stated that students who learn using collaborative learning would benefit from this activity, such as active participation, critical thinking, knowledge sharing, and group work. Many students said these advantages in their open-ended questionnaire answers. "We share the tasks, so everyone gets the job to answer or find the answer in the text (Student 3)". The results found by Rao have similarities with Rusdiyana et al. (2021). They found out that the implementation of the Jeopardy game had an impact on students' critical thinking. "Yes, the game makes you want to read, analyze and evaluate the answer (Student 4)". Critical thinking was executed in the new curriculum in Indonesia (freedom learning) policy that focuses on learning actively by expanding innovation, originality, and critical thinking in the studying procedure (Krishnapatria, 2021). The application of cooperative learning in reading comprehension using the Jeopardy games as a learning activity showed positive responses from students. They learned and unconsciously improved their cooperative learning, group work, and critical thinking in the middle and after playing jeopardy games.

Sufficient reading skills helped students understand a text or passage quickly and effectively (Andriani & Mbato, 2021). Reading skill was necessary to be obtained before, during, and after the reading activity. The reason was that students, especially in learning a language, would depend on this skill to understand the text or passage (Romadlon, 2017). From the interview, students said they implemented their reading skills when answering the questions in the jeopardy game. "(I need to) read it (the text) fast, (I) have to read it first and understand the story. (Student 5)" This statement resembled the result of Rusdiyana et al. (2021). Students needed to think quickly to get a score and compete against other teams. There were various ways to get the best answer. From the open-ended questionnaire, one student said she needed to read and re-read the text to find the best answer. Meanwhile, another student mentioned he must first find the meaning to get the correct answer. The thought was that students need time and more effort to process second or foreign language reading text (Tanjung, 2018). Furthermore, other strategies in reading that students wrote in the open-ended questionnaire were skimming and scanning. "I tried to find the answer by reading for specific details in the reading. Sometimes I only did an overview through the text

(student 6)". As stated by Fauzi (2018) in his study, students' reading speed and reading comprehension improved due to skimming and scanning strategies. Therefore, the researchers agreed with the finding by Fauzi (2018) as it shared similarities with the outcome of this study.

5. Conclusion

This study has discussed the result and discussion on the two research issues, namely 1) the students' reading comprehension improvement after learning from the jeopardy game; and 2) the students' perceptions of their motivation and reading skills after learning from the jeopardy game. First, the findings have displayed that the implementation of Jeopardy games in enhancing reading skills for vocational high school students gave rise to the students' English reading improvement. The improvements in students reading comprehension scores were seen from the diagnostic stage, cycle I, and cycle II. Mean score in the diagnostic test was 5.76, progress test cycle I was 6.48, and cycle II was 7.28 in students' reading comprehension test results. Second, students perceived that they were also motivated intrinsically and extrinsically, and their reading habits were also enhanced periodically from what the questionnaire result showed. There were some points to be underlined from students' cooperative learning. Students mentioned that they need cooperative learning to do well in the jeopardy game. Surprisingly, cooperative learning got higher by playing jeopardy games. Students learned to conduct a discussion and divided a job or responsibility between the members. In addition, students developed their reading skills and strategies to overcome their problems and maximize their results or score. Read and re-read, skimming, and scanning strategies were stated by the students.

Future researchers are highly suggested to investigate several issues, such as the explanation of explicit instruction in the gamification model of learning a language. The reason is that students often fall into the euphoria of the game and do not obey the rules or are out of control. The games then become the goal instead of the instruments for learning. Besides, the teacher needs to consider the equality of students' abilities so there is no gap in knowledge between the groups. However, despite all the difficulties, the use of jeopardy games has proven profitable and increases vocational high school students' ability and motivation to read.

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