



# Improving Students' Writing Ability through Jeopardy Game at the Second Grade Students of Junior High School

Nurfitriah Arwandi<sup>1</sup>, Suparmi<sup>2</sup>, Rahma Dania<sup>3</sup>, Asma Alhusna<sup>4</sup>

University of Putra Indonesia  
YPTK Padang, Sumatra Barat,  
Indonesia<sup>1,2,3,4</sup>

Email:

[arwandinurfitriah162@gmail.com](mailto:arwandinurfitriah162@gmail.com)

## Article History

Submitted 21 April 2025

Revised 28 June 2025

Published 30 August 2025

## Abstract

This study investigated the effectiveness of the Jeopardy game in enhancing the writing skills of students at Junior High School State 2 in Padang. The research utilized a quantitative pre-experimental design with a single group of 32 eighth-grade students, selected through cluster random sampling. Data were collected using a pre-test and a post-test to measure the impact of the game-based intervention. The findings demonstrate a significant improvement in students' writing ability after the implementation of the Jeopardy game. The average score on the pre-test was 47.88, which increased substantially to 70.89 on the post-test. Statistical analysis using a t-test further confirmed this improvement: the calculated t-value of 9.802 was greater than the t-table value of 2.042. This result, along with the rejection of the null hypothesis and acceptance of the alternative hypothesis, confirms that the use of the Jeopardy game has a significant positive influence on students' writing ability. The study concludes that the Jeopardy game serves as an effective and engaging tool for improving English writing skills, contributing a practical and statistically-backed instructional strategy for educators seeking to improve student outcomes through gamified learning.

**Keywords:** *Improve, Writing ability, Jeopardy game, Junior high school students*

## INTRODUCTION

Writing is an essential ability in English education. It is an indirect communication between writers and readers. Through writing, students are able to express their thoughts, ideas, and feelings in written language. According to Triyastuti (2019), writing plays an important role in knowledge construction and communication. However, students often face challenges in writing due to limited grammar, vocabulary, mechanics, and paragraph development (Imanisa, 2017).

Therefore, writing is more than just putting words on paper. Dewi (2014) explained that students need to master writing basic components, including spelling, grammar, and mechanics, as well as understand the writing process. As Suryani (2020) highlighted that the importance of the writing process in her research such as pre-writing, drafting, revising, and editing. These processes are important, but make writing feel complicated activity.

Moreover, many teachers still use traditional methods in teaching writing, which can often lead to boring and passive lessons. This teaching strategy may cause students to see writing as a difficult and uninteresting task (Paltridge, 2004). Therefore, teachers need to apply more engaging and interactive strategies to help students enjoy and participate actively in learning writing.

Based on the researcher's observation at SMPN 2 Padang, many students expressed a lack of ability in writing. They struggled to complete tasks given independently and often relied on copying from other friends' work or rearranging jumbled sentences from the textbook. This was mostly due to low knowledge and a lack of engaging learning strategies. Therefore, it is important to introduce enjoyable and interactive strategies to teaching writing.

One of the strategies that teachers can apply is by using games, such as Jeopardy, which offers a promising alternative for writing activities. According to Thohirah, Batau, & Syam (2023), Jeopardy is a guessing game type with a unique rule, where the clues are presented as statements in form and the answers are given in question form. This game fosters a fun and interactive learning environment by combining elements of competition, collaboration, and critical thinking (Agustin & Zainil, 2022). In teaching writing, teachers can develop Jeopardy questions related to vocabulary, grammar, sentence structure, and paragraph organization. Students are divided into several groups and take turns selecting questions from different categories and point values, encouraging them to think quickly and apply their writing knowledge in an engaging way. This game not only helps reinforce writing components but also increases student participation and interest. Additionally, it serves as a confidence-building activity that helps reduce students' anxiety toward writing tasks, making the learning process more enjoyable and effective.

Based on the explanation above, the researcher was interested in using the Jeopardy game as a teaching strategy to improve students' writing ability of the second-grade students of SMPN 2 Padang.

## LITERATURE REVIEW

Writing is a productive skill that requires cognitive and linguistic abilities. According to Jacobs in Imanisa (2017), stated that five components in writing such as content, organization, vocabulary, language use, and mechanics. These components are interconnected and must be developed simultaneously to produce effective written communication. To achieve this, students need consistent and repeated practice, along with meaningful feedback and guidance from their teachers. Dewi (2014) and Suryani (2020) highlight the importance of a process-based approach in teaching writing, which includes several stages such as prewriting, drafting, revising, and editing. This approach allows students to improve their work progressively, helping them understand that writing is a process that requires time and effort.

However, conventional teaching method often fails to engage students, making writing seem complicated for them. Thus, implementing games into the writing activity can help to address this issue. According to Pratami et al. (2023), educational games can stimulate students' interest, enhance classroom interaction, and provide meaningful and enjoyable

learning experiences. Games create a relaxed environment that allows students to learn through exploration, collaboration, and problem-solving.

One such game is the Jeopardy game, which is an educational adaptation of the popular American quiz show. In the classroom context, this game is designed to promote critical thinking and active participation by challenging students to answer in the form of questions based on clues provided. Its unique format encourages learners to think differently and use their language skills more creatively. Furthermore, Asni (2018) found that the Jeopardy game could significantly improve students' writing performance, especially in the development of written texts. By engaging in this game, students are not only exposed to vocabulary and grammar practice but are also encouraged to build ideas, focus on content development, and pay closer attention to writing mechanics. The interactive and competitive nature of the game supports collaborative learning, increases student motivation, and helps reduce anxiety typically associated with writing tasks. Therefore, the use of Jeopardy in writing instruction represents an innovative and effective approach to enhancing students' writing abilities in a fun and student-centered way

## METHODOLOGY

This study used a quantitative research method with a pre-experimental research design. According to Creswell (2018), pre-experimental design focuses on just one group, which was tested before and after treatment by using a pre-test and post-test. The research was conducted on second-grade students of SMPN 2 Padang during the academic year 2024/2025. The school is located at Jl. Bundo Kanduang No. 27, Padang Barat, Padang City, West Sumatra. The researcher chose this school for two reasons: first, the researcher conducted pre-observation during a teaching internship in this school, where she found writing difficulties among students. Second, the school granted access to conduct the study with sufficient support.

In this research, the population was all second-grade students at SMPN 2 Padang, with a total of 256 students across 8 classes. The sample was selected using cluster random sampling, a technique recommended when the population is large and naturally divided into groups (Sugiyono, 2016). The selected class for the sample in this study was VIII.5, consisting of 32 students.

In this research, the researcher used a pre-experimental design, which means the data needed to be analyzed quantitatively. Therefore, the researcher calculated the students' writing scores by using a writing rubric adapted from Saputra & Marfuah (2022), which provided clear criteria for assessing various aspects of writing, such as content, organization, vocabulary, grammar, and mechanics. This rubric helped ensure that the scoring process was consistent, objective, and aligned with the components being targeted in the study.

**Table 1.** Assessing writing ability rubric (Rukmini 2017)

Aspects	Scores	Categories
Content (30%)	4	Focus on elaborating content
	3	Elaborated but unclear content
	2	Have not elaborated and content confused
	1	Dominated by errors
Organization (20%)	4	Has logical sequencing and clearly supporting sentence
	3	Has logical but incomplete sequencing, and limited supporting sentences

Vocabulary (15%)	2	Lack logical sequencing, and content confused or disconnected
	1	Does not communication, no organization and not enough to evaluate
	4	Use effective a word choice and usage
	3	Occasionally use errors of word, choice, usage but meaning unclear
	2	Frequent errors of word and meaning confused
Grammar (20%)	1	Little knowledge of English vocabulary and not enough to evaluate
	4	Few errors of agreement tense, number, word order, pronouns, and preposition
	3	Several errors of agreement tense, number, word order
	2	Frequent errors of agreement tense, number, word order, pronouns, and preposition
	1	Dominated errors and not communicate
Mechanic (15%)	4	Use effective of spelling, punctuation, capitalization, and paragraphing
	3	Use mostly effective of mechanics but errors do not reduce meaning
	2	Make errors spelling and punctuation that reduce meaning
	1	Dominated errors of punctuation, capitalization, and paragraphing

$$Final\ score = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 100$$

Saputra & Marfuah (2022)

## FINDINGS AND DISCUSSION

This section presents the main findings and discussion of the research. The data were collected from the pre-test and post-test given to the 32 students of class VIII.V at SMPN 2 Padang, consisting of 16 male and 16 female students. The research was conducted over several meetings and followed a structured process. First, students were given a pre-test to assess students' initial writing ability before implementing the treatment. Next, followed by a series of treatments using the Jeopardy game. Then, a post-test was conducted to assess the extent of students' improvement in writing.

Furthermore, the main objective of this research was to determine whether the use of the Jeopardy game could help enhance students' writing performance in a measurable and meaningful way. The comparison of the pre-test and post-test scores served as the foundation for evaluating the effectiveness of the treatment. The results revealed a clear and significant improvement in the students' writing performance. The average score in the pre-test was 47.88, which was considerably below the minimum passing grade (KKM) of 75. However, after the application of the Jeopardy game in the classroom, the average post-test score increased to 70.89. This marked an improvement of 23.01 points, or approximately 48.1%, demonstrating that the use of the Jeopardy game had a substantial positive impact on the students' writing abilities. Although not all students were able to reach the KKM, the majority showed noticeable progress, reflecting a better understanding of the writing process and increased engagement with the learning material. This improvement was not only observed in the scores but also supported by the statistical analysis. The t-test calculation resulted in a

value of 9.802, which was bigger than the t-table value of 2.042, indicating that the difference in scores was statistically significant. In addition, the Sig. (2-tailed) value was 0.01, which is lower than the established significance level of 0.05. These findings led to the rejection of the null hypothesis ( $H_0$ ), which assumed no significant difference before and after treatment, and the acceptance of the alternative hypothesis ( $H_a$ ), which proposed that the Jeopardy game would significantly improve writing performance.

Based on these results, it can be concluded that the Jeopardy game was an effective instructional strategy for enhancing students' writing ability in the second grade at SMPN 2 Padang. The game not only helped students develop essential writing skills but also made the learning process more enjoyable and interactive, contributing to higher motivation and participation in class.

Moreover, the study found that the Jeopardy game proved highly effective in boosting students' ability to write factual recount texts. The game's structure helped students with crucial writing stages, from generating ideas and organizing content to applying correct text structure and improving mechanics. This aligns with prior research by Asni (2018), who noted that the Jeopardy game supports both learning and assessment processes.

Furthermore, repeated exposure to vocabulary and grammar within the game helped students expand their vocabulary, a key element in developing writing proficiency. This finding is consistent with Faridah and Dangin's (2023) research, which also highlighted the game's utility in vocabulary building. Beyond individual skills, the game fostered a collaborative learning environment where students worked in groups to discuss answers and share knowledge, boosting their confidence and active participation. The practicality of using user-friendly platforms like JeopardyLabs makes this instructional strategy easily accessible for teachers and students alike (Thuan, 2025). Ultimately, implementing the Jeopardy game transforms traditional writing tasks into interactive and enjoyable experiences, resulting in more active, confident, and collaborative learners (Bender & Randall, 2005). This makes the writing process not only more engaging but also more effective.

The findings of this study are significant for both pedagogical practice and educational research. For teachers, it provides empirical evidence that the Jeopardy game is an effective and engaging instructional strategy for improving students' writing skills. The notable increase in students' average scores, from 47.88 to 70.89, and the statistically significant results ( $t=9.802$ ,  $p=0.01$ ), demonstrate that this game-based approach can yield substantial positive outcomes. This is particularly valuable as it offers a practical and accessible tool that can transform traditional, and often dry, writing tasks into an interactive and enjoyable experience. By promoting collaboration, building confidence, and increasing motivation, the Jeopardy game addresses key challenges in teaching writing.

Furthermore, this research contributes to the growing body of literature on the use of educational games in language learning. It confirms that incorporating games like Jeopardy can be a powerful method for enhancing specific language components, such as vocabulary and text structure, as corroborated by existing studies (Asni, 2018; Faridah & Dangin, 2023). The study's results offer a clear model for how a structured game-based intervention can be successfully implemented to improve writing performance. Ultimately, the study highlights the importance of integrating innovative teaching methods to create a more effective, dynamic, and student-centered learning environment.

## CONCLUSION

The use of the Jeopardy game significantly improved the writing ability of second-grade

students at SMPN 2 Padang. This is evident from the substantial increase in the average student score, which rose from 47.88 on the pre-test to 70.89 on the post-test. The statistical analysis further validates this improvement, showing that the t-test value of 9.802 was greater than the t-table value of 2.042, and the Sig. (2-tailed) The value of 0.01 was less than the significance level of 0.05. These results led to the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha), confirming that the Jeopardy game had a real and positive impact. The significance of this study's conclusion extends beyond the classroom at SMPN 2 Padang. It provides empirical evidence that gamified learning, specifically using the Jeopardy format, is a statistically effective instructional strategy for enhancing a complex skill like writing. This offers a practical, data-backed solution for educators struggling to make traditional writing instruction more engaging. The findings show that this approach not only improves students' understanding of writing components but also fosters a more motivated and interactive learning environment. This study contributes to the growing body of research supporting the integration of innovative, game-based teaching methods to produce demonstrably better educational outcomes.

## REFERENCES

- Agustin, & Zainil (2022). The effect of jeopardy game on vocabulary mastery in eleventh grade at the SMAN 1 Kamang Angek. *Journal of Language Teaching*. 11(3), 332-341.
- Asni (2018). The use of jeopardy game to improve descriptive text writing (Pre-experimental at the eighth grade students of MTS Miftahul Jannah Gowa). Repositori UIN Alauddin.
- Bender, D., & Randall, K. E. (2005). Description and evaluation of an interactive jeopardy game designed to foster self-assessment. *Internet Journal of Allied Health Sciences and Practice*, 3(4), 5.
- Creswell, J, D & Creswell, J, D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Singapore: SAGE Publications, Inc
- Thohirah, M. D., Batau, S. H., & Syam, U. (2023). Using Jeopardy game to improve students' reading comprehension of the eighth grade in UPT SMP Negeri 35 Makassar. *The academic: English language learning journal*, 8(1), 76-89.
- Dewi, R. S. (2014). Teaching writing through Dictogloss. *Indonesian Journal of English Education*, 1(1), 67-68
- Faridah & Dangin (2022). The Effectiveness of Jeopardy Game to Teach Writing (An Experimental Study at Indonesian Seventh Grade Students). *International Journal of Educational Research & Social Sciences*. 4(3).
- Paltridge, B. (2004). Academic writing. *Language teaching*, 37(2), 87-105.
- Imanisa, S. T., Huzairin, H., & Sudirman, S. (2017). *Improving the Students' Ability in Writing Descriptive Text through Guided Questions Technique at the Second Grade of SMPN 23 Bandar Lampung* (Doctoral dissertation, Lampung University).
- Pratami, I. G. A. P. S., Nitiasih, P. K., & Budiarta, L. G. R. (2023). Development of educational games as learning media for english learning for primary students. *Language circle: Journal of language and literature*, 17(2), 317-324.
- Saputra, R. & Marfua , L. (2022). Designing authentic assessment for writing skill at the tenth grade of SMAN Unggul Dharmasraya. *ELTIN journal of English language*. 4(1), 252-260.
- Sugiyono (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT penerbit Alfabet.
- Suryani, I. (2020). Improving students' writing ability through inquiry-based learning method of the junior high school at MTS AL-MAHRUS Medan. *Uin Sumatera Utara. Medan*.

Thuan, P. D. (2025). Gamified Mobile Learning: EFL Students' Attitudes Toward Quizizz for Grammar Instruction. *International Journal of Interactive Mobile Technologies*, 19(12), 38