A Development of English for Communication Skills of Primary Students Using Jeopardy Game

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Abstract

Background and Aims: The purposes of this study were to; 1) examine the results of using the Jeopardy Game to enhance English communication skills in all Thai primary-school learners, and 2) to determine the learners' satisfaction after learning English for communication by using the Jeopardy Game.

Methodology: This study employed both quantitative and qualitative methods for collecting data, which were then analyzed statistically for the results. The samples of this study were twenty-six primary school students learning in grades 4-6, who learned English for communication with the Jeopardy Game for a certain range of assigned time. The instruments included a set of appareled pre-tests and post-tests, a questionnaire, and classroom observation. The data of the pre and post-test and questionnaire were collected, and the dependent t-test, the mean, and standard deviation were used to analyze the quantitative data such as the test and questionnaire and the content analysis was used for the interview as the qualitative data.

Result: The data analysis, indicated that the mean score attained by the participants in the post-speaking test significantly surpassed the mean score attained in the pre-test. Additionally, it demonstrated that the learners enjoyed playing the game the most. Secondly, the learners required higher difficulty-level gaming activities used in the classroom. Thirdly, the learners were encouraged to speak English well. After the learners had learned English by playing the Jeopardy Game, their attitude toward learning English improved to a highly satisfactory level in terms of encouragement, attention, and fear reduction. It also showed that the learners obtained positive attitudes at high percentages, which are desirable factors of effective learning.

Conclusion: The findings indicated that the Jeopardy Game had a positive effect on English learners. The game opened up the opportunity for the learners to speak English in meaningful conversations and situations, which made them speak English with less fear and learn unintentionally throughout the gameplay focusing on the eagerness and desire to win the game. However, continuity of learning English with fun games in the classroom should be undertaken in a variety of topics and skills.

Keywords: Communicative English Learning; Jeopardy Game; Communication Skills

Introduction

Basic Education Curriculum 2009 (Ministry of Education, 2009) defines the details of the content of the English language syllabuses requiring learning objectives into two parts; the ability to use English to enter Thai society and culture (Socio-Cultural Function) and the ability to use English correctly for communication with the target language principles and proper communicative situations (Cognitive Linguistic Function) (Ministry of Education, 2009). For Thai teachers, speaking skills are a major problem in teaching English in Thai schools because the environment in Thai society does not provide opportunities for students to use English to communicate in daily life outside the classroom. Therefore, most teachers of English must use activities that encourage students to practice speaking according to the targeted situations by organizing simulative learning activities in which explaining and memorizing English language rules and expressions are common practices. Real situations of using English seem rare for Thai learners. Fortunately, playing games is always real in Thai classrooms. The use of gameplay activity can help solve the mentioned problems. It should be brought into the English learning classroom, which is suitable to start at the primary level learners. Preparing the learning game could not be difficult when the teachers know and understand what their lesson plan should look like.

In Thai schools, primary-level (elementary) students are required to achieve the Common European Framework of Reference for Language (CEFR) standard at the A2 level, which is considered a basic ability required to communicate and exchange information simply. For example, *Students can ask simple questions about a menu and understand simple answers* (Office of The Basic Education Commission, Ministry of Education, 2014). Accordingly, the contents of English for communication to be taught include; greeting, self-introduction, personal information, shopping, describing people, and giving directions are common topics taught in the classroom.

In Thailand, teaching English in secondary schools (grades 7-9) is considered an important level because the students have learned some basic knowledge and skills of English from the primary level but they need to practice a lot more at their secondary level (Ministry of Education, 2014). However, at this time of age, most students are turning from being kids to teenagers and they are likely to be shy and afraid of making mistakes in front of their friends. They usually refuse to work or practice alone in class, but they prefer to work with their friends instead. Therefore, English teachers should use cooperative learning techniques to create some fun activities, such as games, and adapt them appropriately for those students or learners who are to learn English. Because games can easily attract the student's attention, most teachers like to use games with their students to make them enjoy practicing the lessons in a fun way.

This paper presents the use of the Jeopardy Game for primary-level learners to learn English communicative skills and enhance some attitudes or behaviors of students associated with English learning, which aims to examine the effects of using the game to enhance English for communicative skills and investigate the learners' satisfaction.

Objectives

1. To examine the results of using the Jeopardy Game to enhance the English communication skills of Thai primary school learners.

2. To determine the learners' satisfaction after learning English for communication by using the Jeopardy Game.

Literature review

Language teachers like playing a wide variety of games in the classroom. Games can help the students remember the contents they have already learned. The games make students or learners of all ages feel more at ease, allowing them to learn how to speak effectively in English and not be scared to make mistakes. Furthermore, the purpose of this study is to discuss how Jeopardy may be used to teach various benefits to enhance students' communication abilities Rusdiyana et al. (2021). Therefore, English teachers need to provide many kinds of interesting and fun activities to make the students feel more motivated to learn English, and Jeopardy Game is one among them.

The Jeopardy was an American game show which first aired in 1964. Over the years, different versions of the game were aired. This game is a popular quiz game show on TV. Jeopardy is a quiz show that has a unique answer-and-question format in which contestants are presented with clues in the form of answers and must phrase their responses in the form of a question, which requires verbal interactive communication between contestants and the game host, or operator. As a result, playing the game forces all players to speak out to ask and respond while playing it round by round. Team competition (contestants) is the major challenge for those who want to win the game. To be the player or team at the end of Round 3 (Final Jeopardy) with the highest score. Jeopardy is a three-round trivia game in which questions are worded as answers and answers must be worded as questions. Jeopardy is best with one host and three players, but two players can suffice. This game is generally applied to classroom learning games that teachers can design for their students in various topics and subjects. Quiz-style game is fun to play among friends. An alternative modification that utilizes some computer programs like PowerPoint Presentation could energize students to learn with their eagerness and competition that rewards their challenge and motivation deployed.

Games allow learners to learn to their full potential. Teaching methods using games are methods that help learners learn various topics in different subjects with fun and challenging interactive activities in which the learners are the players themselves making straight positive experiences. As said in the work of Sardone (2018) gaming has become a core activity with children and more teachers are using games for learning than five years ago. Yet, teachers report that they learn about game titles, impact studies, and

facilitation techniques through their initiatives or from other teachers rather than from their teacher education program.

According to the active learning style, using games is acceptable to be one of the right activities to support students learning as well as the teacher's instructional approach. Kapp (2012) claimed that people like playing games because they are fun and engaging, and they have the power to inform and educate. Creating an appropriate gamification to support learning objectives is a challenging task. One of the factors that lead to the failure or successful gamification is finding an appropriate device that is low cost to purchase but good in quality, easy to develop and use, or interactive between the learners and the device. Microsoft PowerPoint games are easily created to help teachers manage their students' learning in everyday class activities by making the lesson more enjoyable and offering the learners more choices in their language learning. Educators with experience using PowerPoint and its capabilities to generate action buttons and text boxes and to apply action settings such as hyperlinks and sound events can easily generate any PowerPoint games (Rodenbaugh, Collins, and Dicarlo, 2002).

Besides, many studies show that a variety of individual and environmental factors are effective in learning and learners' progress. Motivation plays a prominent and perhaps more important role. Findings have shown that learners' motivation is highly significant in the effectiveness of teaching and learning activities. Motivation refers to a combination of individual attitudes, desires, and willingness to expend effort to achieve a special learning goal. Integrative motivations are prominently significant in academic performance and it is usually correlated with the learners' actual performance on the attainment of goals. Students' performance in education varies according to the level of their integrative motivation. Motivation is a very important factor and often far more significant than intelligence in learning. Students' motivation for learning can be affected by a set of correlated factors which may consist of curriculum quantitatively and qualitatively, features of the teacher, learner and educational environment, learning activities, and other environmental factors. Knowing these factors aids the teacher in choosing appropriate teaching-learning activities and strategies, interacting effectively with learners, and also improving teaching effectiveness (Kaveh, 2010).

According to Suryani & Kareviati (2021), the Jeopardy game can be played individually or in groups and it can be played anywhere with a simple rule structure. The Jeopardy games are fun for students and helpful for teachers (Karim, 2019). The teachers just need a little preparation to play this game. Additionally, according to Bestiana & Lestari (2014), the Jeopardy game also fulfills five criteria of game design, namely enjoyable, educational, English promoting, engaging, and easy to use.

Previous related studies

Sinaga and Simanjuntak (2024) stated that vocabulary competency is a primary aspect of understanding word meanings, including definition, subtleties, and usage in various contexts. Because a large percentage of students thought that Jeopardy games combined with collaborative methods were interesting, the research's implications suggest that using these games and collaborative methods together may be beneficial for enhancing language skills and vocabulary retention. Pitaloka (2017) mentioned in her study that vocabulary is one of the elements that play a crucial role in learning English and also in the process of communication. Many kinds of methods are available for teaching vocabulary, such as games. Her study focused on how well the Jeopardy game helped eighth graders understand written descriptive texts by expanding their vocabulary of SMP N 5 Magelang, University of Negeri Semarang, Indonesia. Majda & Agus (2019) used the Jeopardy game technique for learning English vocabulary and found that it made the students feel interested in and grasp new words easily. Therefore, this research was also to find out whether or not there was a significant effect of the Jeopardy game on seventh-grade students' vocabulary skills. Werdiyani (2021) did a study on the Jeopardy game that helped students to read a lot and feel relaxed while learning reading. This game also fulfilled five game design criteria; namely fun, educational, promoting English, interesting, and easy to use. The findings of this study showed that the Jeopardy game could be used as a fun way to improve students' reading skills.

It is concluded that using the Jeopardy game to help eighth-grade students enhance their vocabulary proficiency is both beneficial and successful. Playing Jeopardy offers an enjoyable and dynamic educational setting. It is anticipated that the study's findings will enlighten educators about how to use the Jeopardy game to help students and instructors in the reading instruction process. The EFL language learners, often find it difficult, and innovative ways are sought by educators as they are willing to continue to improve

language learning and increase the motivation of the learners. Using this technique blended with games exists to assist in language learning, ranging from basic tools which could be software programs, and mobile learning channels, to the use of games for presentation to attract learners' attention to teach the target language. There has been a marked improvement in students' vocabulary knowledge incorporating interactive and collaborative activities, such as Jeopardy games, into language learning provides students with opportunities to improve their learning experiences and outcomes.

Conceptual Framework
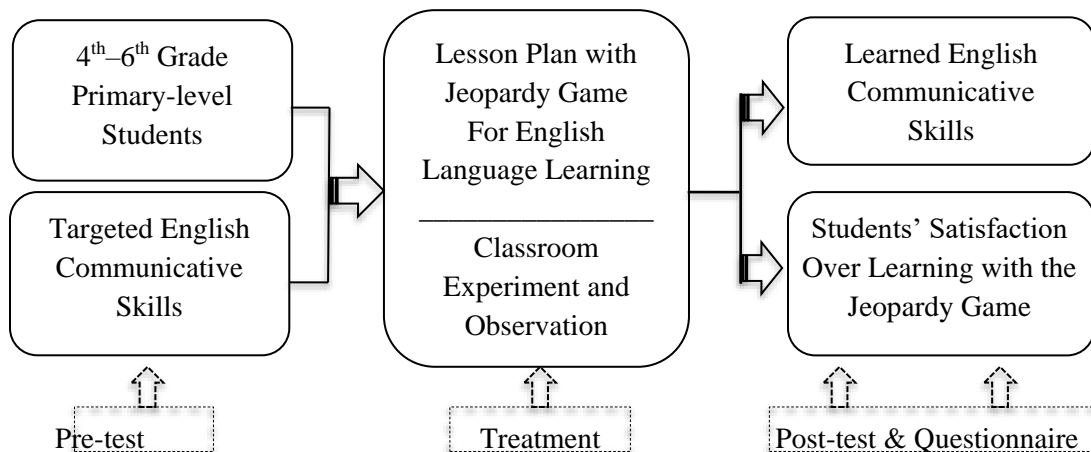   The design conceptual framework of this research is as follows:

Figure 1: Research conceptual framework

Methodology
        This is a mixed-method research that involves the collection and analysis of quantitative and qualitative data which aims to study the effects of using the Jeopardy Game to enhance the communication ability of Thai EFL learners and to investigate the learners' satisfaction after learning English for communication toward Jeopardy. The participant was chosen by Random Sampling technique, putting names of primary schools of Phetchaburi Service Area 2 together, and then Ban Prongkhe School was selected. Due to the size of the school is a local school which is a small school and is under the supervision of an English Education program where the school proposed to volunteer to improve the students' communication skills, therefore, the participants of this study were 26 students, all students of primary 4-6 who study 2 hours for English class and 1 hour for English for Communication per a week.

        Instruments for data collection
        There were three instruments used in this study; a speaking test, a Jeopardy game, and questionnaire for students' satisfaction which were created as follows:
        1) Speaking test, students were asked to take a pre-and post-speaking test individually before and after the use of the Jeopardy Game. Students were asked about the following topics: greeting and introduction, personal information, giving directions, describing people, and shopping. Their answers were recorded using the rubrics for assessing speaking tests adapted from Mukminatien (2000). It includes grammar, vocabulary, pronunciation, fluency, and interactive communication with a rating scale of 1 to 5; where 1 – very poor, 2 – poor, 3 – average, 4 – good, and 5 – very good.
        2) Jeopardy PPT Game
        The content of English for Communication was applied to the Jeopardy game which its template game can be found online at: library.kcc.hawaii.edu/SOS/workshops/.../Jeopardy%20Template.ppt. The contents are greeting and introduction, personal information, giving directions, describing people, and shopping. As shown in figure 2:

Table 1: Contents of English for communication used in the game

Topic	Contents
Greeting and introduction	1. Greeting expressions 2. Partings 3. introductions
Describing People	1. Describing people by appearance 2. Describing people by dress
Shopping	1. Asking and answering about prices 2. Bargaining 3. Payment method
Giving Direction	1. Telling and giving direction 2. Signs 3. Telling directions using the map
Personal information	Telling name, age, address, etc.

The steps of using this game were described in terms of roles and game rules as in the followings:

3. Roles:

1). Player: Students are divided into groups of 5 and each group must have a leader. The members of the groups take turns answering the question.

2). Judge: the judge runs the process of the game and facilitates the students. Make sure that the time limit for each question is caught and give them future explanations after the answer of the player.

3). Operator: The game Jeopardy operator will be responsible for operating the game slide while the game is being played with a PowerPoint presentation. The key job is changing the slides.

4. Game Rules:

1). English is the only language used in this game.

2). The time limit of an answer is within 1 - 2 minutes.

3). Each student can answer only 3 questions or below.

4). The students cannot tell the answer to the other team.

5). The leader of each team must make the final answer in case of having different ideas or opinions by the teammates.

5. Student Satisfaction Questionnaire:

The students' satisfaction questionnaire was used to find out the student satisfaction with the learning activity used with the Jeopardy game. It was created from the following steps:

1). Study the literature review about the satisfaction assessment for learning with gamification.

2). The topics to be assessed were: encouragement to speak English, opportunity to speak English, enjoyment to learn English through the game, anxiety to speak English, need to use the game in the classroom, and satisfaction toward this game.

3). Create the questionnaire and evaluate the student's satisfaction after the game.

4). The Likert Scale model which was modified by Nunan (2004) was used in defining the value of the Learners were asked to answer each question using a 5-point rating scale ranging from strongly

disagree to strongly agree, where 5 – strongly agree, 4 – agree, 3 – undecided, 2 – disagree and 1– strongly disagree.

Data Analysis

The dependent t-test was used to analyze the speaking test and the descriptive statistical tool was used to analyze the questionnaire to find out the mean and standard deviation. Finally, content analysis was used for the interview which involved transcribing, coding, and categorizing.

Part 1: The effects of the Jeopardy Game on the English communication of primary students.

Table 2: *Results of a t-test comparing the participants' performances on the pre-and post-speaking tests.*

	N	x̄	S.D.
Pretest	26	10.05	2.53
Posttest	26	13.96	1.50

Table 1, shows that the mean score achieved by the participants from the post-test is higher (x̄ = 13.96, SD = 1.50) than the mean score achieved by participants on the pre-test (x̄ = 10.05, SD = 2.53). The result of the data analysis indicates that there was an improvement in the students' communicative performance level after they were exposed to learning English speaking via the Jeopardy Game.

Table 3: *Results of t-test, showing mean score difference from the pre-and post-speaking test*

	N	x̄	S.D.	t-value	df	Sig.
Pre-test / Post-test	26	-3.91	1.03	8.80	25	.03*

Note: *significance level of .05

Table 2, shows that there is a statistically significant difference between the mean scores on the pre-test and post-test, as indicated by the repeated measures t-test with t (25) = 8.80, p = .03. The results shown in tables 1 and 2 revealed that the participants of this study had significantly improved their communicative performance after learning with the Jeopardy Game. This shows that the Jeopardy Game is effectively improving the learners' speaking skills. This result gives us a definitive answer to the first research objective.

Part 2: The Learners' satisfaction with the use of the Jeopardy Game to improve speaking skills in class

Table 4: The results showing the learners' satisfaction average means and standard deviations.

Satisfaction Category toward the Jeopardy Game	N	x̄	S.D.
1. Feeling like Jeopardy Game in classroom	26	4.70	0.55
2. Need more activities like Jeopardy Game in classroom	26	4.65	0.45
3. Having fun learning English through the game	26	4.55	0.47
4. Encouragement to speak English by the game	26	4.45	0.42
5. Opportunity to speak English in meaningful conversations	26	4.16	0.48
6. Having the anxiety to speak English during game playing	26	1.25	0.60

From Table 3, the students liked the game the most, at the highest level (x̄ =4.70, SD = 0.55) the second most is the student's need for more activities using games in the classroom, at the highest level (x̄ =4.65, SD = 0.45), thirdly the learners had fun with playing the game (x̄ =4.55, SD = 0.47). Encouragement to speak English is also at a high level (x̄ =4.45, SD = 0.42). The other results indicate that using the game provided positive results by allowing opportunities for them to speak English in meaningful conversations and they had low anxiety to speak English while playing the game relatively.

Part 3: Classroom observation over utilizing the Jeopardy Game in the English classroom

Table 5: The results showing the learners' satisfaction average means and standard deviations.

Attitude Category Associated with the Jeopardy Game in Classroom	N	%
1. Every individual has the opportunity to take turns to speak English	26	100.00
2. Trying to communicate in English to ask and answer	26	96.15
3. Having fun with learning while playing game	26	92.31
4. Showing willingness in English classroom participation	26	92.31
5. Showing encouragement and attention to win the game	26	88.46
6. Having responsibility in individual follow-up tasks or exercises	26	88.46
7. Desiring to actively play more rounds of the game (trying to wind)	26	76.92
8. Showing curiosity regardless with limited vocabulary and grammar	26	46.15
9. Showing fear, shyness, and discouragement in playing the game	26	23.07
10. Showing boredom to participate in playing the game	26	15.38

From Table 3, the percentage of attitude or learning behavior performed by the learners shows that all learners had the opportunity to speak English (100%). Most of them had tried to speak English (96.15%), had fun and were willing to learn English with the game (92.31%), shooed encouragement, and were responsible for doing individual tasks (88.46%), while a few showed boredom (15.38%), fear, shyness and discouragement (223.07%). Yet, they wanted to play more rounds of the game (76.92%) and were curious to speak regardless of their limited vocabulary and grammatical knowledge (46.15%) respectively.

Results

1. The effects of using the Jeopardy Game to enhance English for communication among Thai primary-level learners indicates that there was an improvement in the students' speaking performance after they were instructed in English via the Jeopardy Game significantly at 0.05 level.

2. The learners' satisfaction with instruction with the Jeopardy Game after learning English for communication shows that they liked the game at the highest level ($\bar{x}$ = 4.70, S.D. = 0.55), they needed more activities of using the game in the classroom at the highest level ($\bar{x}$ =4.65, S.D. = 0.45), and they had encouragement to speak English at a high level ($\bar{x}$ = 4.45, S.D. = 0.42). Besides, the Jeopardy Game provided positive results, that is it provided an opportunity for individual learners to speak English in meaningful conversation and they had low anxiety about speaking English while playing the game.

3. The classroom observation provided desirable attitudes which are crucial factors for effective English classroom learning. That is, the utilization of the Jeopardy Game in the classroom made all of the learners take a chance to communicate by speaking English with others meaningfully, it helped build up a fun atmosphere, willingness, encouragement, and responsibility to do the tasks, and need to play more game while they had less fear and boredom with learning English in this kind of classroom.

Discussion

The findings of this study have shown that the mean score achieved by the participants from the post-test is significantly higher ($\bar{x}$ = 13.96, SD = 1.50) than the mean score achieved by participants on the pre-test ($\bar{x}$ = 10.05, S.D. = 2.53) at 0.05 level. This result is related to active learning style, using games is acceptable to be one of the right activities to support students' learning as well as the teacher's instructional approach. The findings shown in Tables 1 and 2 revealed that through playing the Jeopardy Game, the learners had improved their oral performance after learning in the classroom. This shows that the Jeopardy Game provided significant effective practice in developing English communicative skills of Thai young learners in terms of speaking ability which could be in line with the findings of the study conducted by Werdiyani (2021) which showed that the Jeopardy game can used as a fun way to improve students' reading

skills. This result gives us a definite answer to the first research objective that confirmed the effectiveness of applying games in a language classroom.

It is also related to the work of Kapp (2012) who claimed that people like playing games because they are fun, and engaging and they have the power to inform and educate. Creating an appropriate gamification to support learning objectives is a challenging task. During the game, the students could explain their feedback that they were encouraged to answer the question because if they can do it correctly they will get the money (fake money represented the scores or points) paid only for the game. They felt very happy when they won the money, they laughed when they gave the wrong answer. This helped them to speak more English. The result is also related to the work of Majda & Agus (2019) where the Jeopardy game was used as a teaching technique for students to learn English vocabulary which made them feel interested and attached to what they could grasp for playing and to win the game, which resulted in grasping the new words, as well as grammar easily without intention.

From the investigation of learners' satisfaction after learning English for communication by utilizing the Jeopardy Game, the findings revealed positive satisfaction in different facets which were mostly at a high level. This is because of using the active-learning instruction in the classroom. Bonwell & Eison (1991) stated that active learning provides activities involving learner's participation with things and thinking about what they are doing. Active learning nature is that the student is self-reflective and actively engaged as a participant in their interactions with the world (Beard and Wilson, 2002). The students' feedback while plying the game encouraged them to speak English without fear and shyness. From the observation, one of the big barriers to making this game not fun is having limited knowledge of the English vocabulary and some certain grammar they need to use in their interactive conversation. They will be quiet if they don't know the words or do not understand the whole question so the teacher may give them a hint but with each hint used the price of the question could be reduced. This drawback of classroom learning could be done before the gameplay by pre-game activities to help prepare the learners. According to Pitaloka (2017), her study mentioned that various methods are available for teaching vocabulary, such as games, and her research used the Jeopardy game which could enlarge the students' vocabulary mastery. Yet, this game helps them learn to work together as a team as well as practice leadership and fellowship.

New Knowledge

Jeopardy games can be applied and designed for instruction and learning in any topic or subject in all grade levels, any age, as well as any step of learning. For example, when a teacher is going to revise a certain topic or subject content in general, or when preparing for a chapter test, cumulative test, unit test, or other assessment, this game format is totally helpful. From this study, findings could be synthesized as shown in the following diagram.

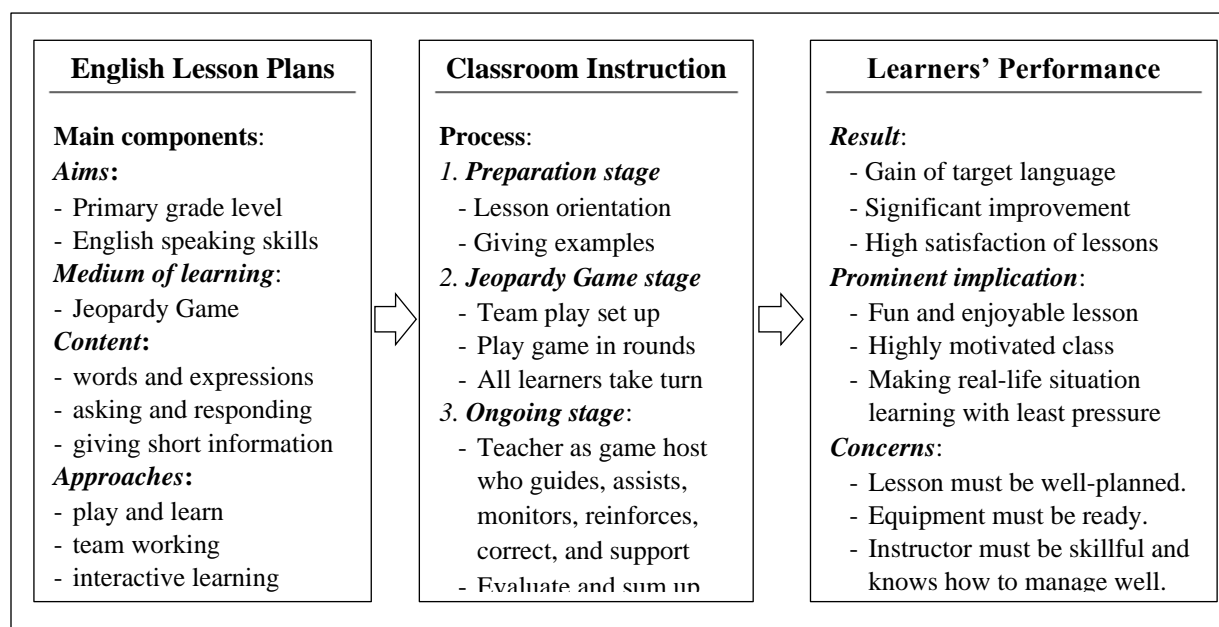| English Lesson Plans	Classroom Instruction	Learners' Performance
Main components: *Aims***:** - Primary grade level - English speaking skills *Medium of learning*: - Jeopardy Game *Content***:** - words and expressions - asking and responding - giving short information *Approaches***:** - play and learn - team working - interactive learning	**Process**: *1. Preparation stage* - Lesson orientation - Giving examples *2. Jeopardy Game stage* - Team play set up - Play game in rounds - All learners take turn *3. Ongoing stage*: - Teacher as game host who guides, assists, monitors, reinforces, correct, and support - Evaluate and sum up	*Result*: - Gain of target language - Significant improvement - High satisfaction of lessons *Prominent implication*: - Fun and enjoyable lesson - Highly motivated class - Making real-life situation learning with least pressure *Concerns*: - Lesson must be well-planned. - Equipment must be ready. - Instructor must be skillful and knows how to manage well.

Figure 2: The diagram shows the synthesized knowledge implication from this study.

The implications of this research indicate that the combination of Jeopardy games and collaborative learning practice appears to have advantages in improving communicative language skills and vocabulary knowledge learning and retention, as perceived by a significant portion of the learners as it was found that Jeopardy games allow collaborative learning practice among young learners and create real-life learning style that the Jeopardy gamification allows real situations among the EFL learners to communicate in game playing which boost long-term memory in acquiring English. Sinaga and Simanjuntak (2024) stated that vocabulary knowledge is a primary aspect of understanding word meanings, including definitions, nuances, and usage in different contexts. Gamification is a pedagogical trend with great potential and a positive effect on student engagement but it is still to be proved that the increase in motivation results in better learning outcomes (Dehghanzadeh et al., 2019). In summary, play and learning are needed for classroom instruction for young learners, which has already proved to be very effective.

Recommendations
1. This game can apply to almost all kinds of classrooms, individually or in groups. Keep the Jeopardy game rules in memory, this game can be used outside of the class, for an office party, or as a variation in a quiz competition at school.
2. The teacher must make sure that the contents cover all the language focus.
3. Game masters can use bells or noise makers to make it more exciting for the students to answer the question.
4. Fake money can be used to pay for the price of each question representing collecting points. The team that has the most money (points) will be the winner.
5. If the chosen question cannot be answered, the teacher may offer an opportunity for the other team to challenge. If the other team challenges and can answer it correctly, they get the money, if incorrect, they have to pay the money to the teacher.
6. It is recommended that questions for the game should not be too difficult for the learners' level or experience, or not be able to answer because the game will not be fun at all, but a few challenging ones are acceptable to encourage group or team discussion among members (players).
7. Schools should sufficiently provide technological tools, equipment, and facilities ready for teachers to apply games to instruct students effectively.

8. For further study, it is recommended to investigate how to design better Jeopardy games, as well as a long-term, such as a whole semester, English classroom Jeopardy game implication could yield learning outcomes for young learners. There should be some studies to be conducted to pinpoint the drawbacks of the Jeopardy game for better learning improvement, or how the game could be mixed into other subjects effectively.

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