

The Use of Collaborative Method through Jeopardy Games to Enhance Learners' Vocabulary Knowledge

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Abstract

Vocabulary knowledge is a primary aspect of understanding word meanings, including definition, nuances, and usage in different contexts. This research aims to explore the use of the Collaborative method through Jeopardy games in enhancing students' vocabulary knowledge. This research is a quantitative study, utilizing a comparative research design. The research involved 8th graders as the respondents. The paired sample T-test was used to assess the effectiveness of the method. Based on the findings, the Jeopardy games used in conjunction with the collaborative method significantly enhanced students' vocabulary knowledge. The implications of this research indicate that the combination of Jeopardy games and collaborative methods appears to have advantages in improving language skills and vocabulary retention, as perceived by a significant portion of students; wherein, 82% of students perceived vocabulary growth after using Jeopardy games in a collaborative method and 73% of students found Jeopardy games used with collaborative methods to be interesting. 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.

Keywords: Jeopardy games; vocabulary; collaborative method

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INTRODUCTION

Abundant evidence has been accumulated for the importance of having enhanced vocabulary knowledge in any English discourse. Vocabulary knowledge lays the groundwork for ongoing language learning and development for English learners (Dung Thi Phuong Cao, Phuong Dzung Pho, & Dang Nguyen Anh Chi, 2022). Vocabulary knowledge has a multifaceted impact on educational practices, ranging from ranging from test performance to comprehension of text, competence in writing, academic achievement, critical thinking, interactions, availability, and continuous development. Enhancing English vocabulary knowledge supports EFL learners' ability to use appropriate language, express themselves clearly, and adapt their language to fit various situations (Nimah & Sholihah, 2022). Vocabulary is one of the language elements that is crucial to learning English and for communicating information. This implies that students can increase their ability to learn words as more people acquire words. Proficiency with language and their ability to read, understand, and write texts.

Vocabulary has a major impact on language competency (Hamer & Lely, 2019; Manihuruk, 2020). They also lay out a number of presumptions for the most basic ways that children can write, read, listen, and communicate (Richard and Renandya (2002).

However, English has large vocabulary of millions of words, which includes synonyms, antonyms, idioms, and phrasal verbs. To EFL learners, learning such a diverse set of words requires time and effort (Juriah, 2015). In the opinion of Boulter (2007), EFL defines English as a language not used in everyday conversation. English is used as a foreign language in many countries. They rarely use English in everyday life because they only learn it in school; however, the majority of people in these countries can speak English. Vocabulary knowledge is either directly or indirectly assessed on many standardized tests. To help EFL learners enhance their knowledge, teachers have to integrate vocabulary instructions across different subject areas to reinforce learning and help them see connections between words and concepts in various contexts (Lusi et al., 2008). They are required to provide repeated exposure to target vocabulary through multiple modalities. Repetition and reinforcement are essential for vocabulary acquisition and retention (Abdulabbas & Barter, 2012).

English is taught as a foreign language in Indonesia. Although only certain elementary and kindergarten schools offer English as a topic, English is taught in the Indonesian curriculum starting in junior high school and continuing through senior high school. English can be taught to pupils as a local content subject; it is not a required subject. English is taught as a foreign language in Indonesia. There are numerous ongoing challenges to mastering English vocabulary. One example is the sheer volume of words and the dynamic nature of the language. Some Indonesian learners may have limited exposure to authentic English language input outside the classroom. Thus, Dakhi and Fitria (2019) claimed that without regular exposure to spoken and written English, it can be difficult for them to expand vocabulary effectively; wherein, English is a dynamic language that continuously evolves with new words being coined, old words falling out of use, and meanings shifting over time. Keeping up with these changes can be challenging for EFL learners, especially those who are not immersed in English-speaking environments. Addressing these challenges involves a comprehensive and multifaceted approach that incorporates efficient methods of instruction, valuable exposure to English language input, and possibilities for real-world interaction.

Various pieces of evidence have been accumulated, highlighting the significance of possessing enhanced vocabulary knowledge within any English discourse. Vocabulary knowledge forms the foundation for ongoing language learning and development for English learners. It has multifaceted impacts on educational practices, ranging from test performance to text comprehension, writing competence, academic achievement, critical thinking, interactions, availability, and continuous development. Enhancing English vocabulary knowledge supports EFL learners' ability to use appropriate language, express themselves clearly, and adapt their language to fit various situations. Vocabulary is a crucial language element for learning English and conveying information. This implies that students can increase their ability to learn words as more people acquire words. Proficiency with language and their ability to read, understand, and write texts are significantly influenced by vocabulary. They also lay out a number of presumptions for the most basic ways that children can write, read, listen, and communicate.

The major concerns voiced on the importance of vocabulary knowledge are ways that will assist students in building their vocabulary knowledge and to use specific approaches to unleash their potential when employing the English words. Thus, to help to facilitate vocabulary knowledge among students, teachers should attempt to incorporate unique teaching methods together with suitable strategies (Yildiz, 2021). The difficult task of choosing and putting into practice efficient teaching techniques for

vocabulary instruction falls on educators. Research-based methods that support sustained vocabulary retention, meaningful practice, and active engagement are needed. Consequently, in the learning process, the use of effective teaching strategies is crucial. Good teaching practices can create a stimulating learning environment in the classroom that motivates students and encourages their creativity and enthusiasm (Silalahi, 2021). By using a teaching strategy that is appropriate for the material being covered, teachers can create a supportive learning environment in the classroom and this can be done using educational and interactive games (Amalia, 2020; Al-Jawwadah & Saputri, 2021).

Games are effective for certain language skills. They have a positive influence on vocabulary. Using games is one technique that teachers can use to teach vocabulary (Budiyanto, Sayidah, Sucipto, Mustopa, 2022). There are numerous ways to incorporate games and game play into the classroom to enhance learning and deepen student understanding. Teachers can use gamification features to improve learning and student engagement, whether they want to incorporate gaming elements into their lessons or use a game platform throughout the curriculum. Students can develop their interests through games, and teachers can use them to provide context in which the language is meaningful and practical (Demirbilek, Talan, Alzouebi, 2022). Jeopardy is one of the games teachers can use to help their student's vocabulary grow. Friedman (2011) converted this game from a quiz show on television into a language game as a teaching tool. One game that can improve pupils' vocabulary is Jeopardy. Jeopardy is an activity designed to get kids thinking about questions that could have a specific answer. In order for the kids to retain the words after they've learned the answer, this game can help them think creatively about a specific answer. Using a Jeopardy game as a review tool gives pupils the chance to show that they understand the content that the teacher has assigned.

Collaborative Method

The most crucial duty educational institutions have is to design engaging, in-depth, and purposeful teaching methods that enable students to gain the abilities necessary to become more self-directed (Loes, 2022). Given the fact, collaborative learning is needed to promote engaging ways to accomplish comprehension and shape English skills. Awang-Hashim (2023) agreed that one of the best learning strategies to increase active learning is collaborative learning. In addition to increasing students' active participation, collaborative learning necessitates that they learn in a group environment and manage their relationships and the knowledge they produce. Huang (2023) added that in collaborative method every learner is in charge of their own education and is driven to support the education of those who possess comparable skills. Law (2011) stated that learners' motivation, retention of information, and comprehension can all improve through collaborative learning.

Significance of Incorporating Collaborative Method into Jeopardy Strategy

Educational games, according to Wright (2006), are activities in which students play and usually interact with each other. In other words, games are activities that allow people to interact with each other, especially in the classroom. Teachers can foster stronger relationships between students and their friends by using games as a means of peer challenge (Agustin & Zinil, 2022). Therefore, collaboration plays important role in performing the game together; they can bring different perspectives and experiences to overcome a problem, resulting in more creative solutions and effective. People are more motivated and engaged in their learning when they feel part of a team and their contributions are valued. Collaboration can provide opportunities for team members to learn from each other and develop English skills. Collaborative decision making can produce more precise and comprehensive decisions. Jeopardy is a game that can be

incorporated as a tool to implement collaborative methods which gives students the opportunity to enhance vocabulary knowledge (Agusin & Zainil, 2022; Simbolon et.al., 2022)

Vocabulary Learning Focus

The focus of vocabulary learning is the deliberate attention and concentration placed on expanding one's vocabulary. It consists of strategies, techniques, and activities designed to increase a person's knowledge and understanding of words. Learner should be directed toward his goals and needs, for instance he has to learn new word within the context of sentences, paragraphs, or texts to comprehend how the words are used in various situations. Though they are simple components, words and phrases can express concepts and constitute a language. Understanding different word types is crucial. Harmer (1991) distinguished between two categories of vocabulary: active and passive. The scope of this the research focused on improving the students' vocabulary knowledge through Jeopardy Strategy in terms finding meanings, modality, prepositions, lexical relations, regular verbs, collocations. Finding meaning and interpreting a word's meaning are all part of the process of finding meaning. Essentially, it involves delving into the multiple connotations that every word possesses. Students should be aware that sometimes the meaning of a word can be inferred from the context in which it is used. They have to pay attention to the surrounding words, sentences, or paragraphs for clues about its meaning. Moreover, finding meaning in vocabulary essentially refers to the act of comprehending the subtleties and varied meanings of words found in a lexicon. Several strategies may be used in this process, including: Using thesauruses and dictionaries: These resources help to comprehend the basic meaning and variants of a term by including definitions, synonyms, antonyms, and use examples.

The research literature in this chapter is reviewed in connection with the exploration of student vocabulary mastery and student scores in both control and experimental classes. This study sought to answer these three questions:

1. Is there a significant difference between the Collaborative Method through the Jeopardy Games Method and the Conventional Method?
2. To what extent does Jeopardy games help learners enhance their vocabulary knowledge?
3. What are respondents' attitudes towards the use of Jeopardy games through the Collaborative Method?

RESEARCH METHOD

Research Design

A quantitative study approach was employed to meet the objectives and solve the research problem through a comparative design. The researcher utilized a qualitative approach to investigate naturally occurring phenomena in the classroom. This study refers to a systematic investigation method that involves collecting and analyzing numerical data to answer research questions or test hypotheses. It focuses on quantifying phenomena, variables, or relationships between variables, allowing researchers to draw statistical inferences and generalize findings to a larger population. The research design of this study is comparative study. The main emphasis is on comparing two or more entities or groups.

Research Instrument

The research instrument used to collect data was a vocabulary test. Consists of three types; multiple choice, matching tests, and fill in the blanks. Prior to the treatment,

pilot test was devised to come up with valid pre-test. Then pre-test was given, and afterward the post-test. Research is a type of study that gathers data in numerical form. Sugiono claims that a study is referred to as quantitative because its results are numerical and analyzed statistically. Since the researcher employed pre- and post-tests to determine the impact of the Jeopardy game on students' vocabulary appropriation, the study was quasi-experimental in nature. According to Gay's assertion in Emzirs' book, the only study approach that can accurately evaluate the hypothesis regarding the cause-and-effect relationship is experimental research.

The research instrument used to collect data was a vocabulary test consisting of three types: multiple-choice, matching tests, and fill-in-the-blanks. Prior to the treatment, a pilot test was conducted to ensure the validity of the pre-test. The pre-test was administered to both the experimental and control groups before the treatment, followed by the post-test after the treatment. The use of pre- and post-tests in this quasi-experimental study allows for the assessment of the causal relationship between the treatment (using the Jeopardy game) and students' vocabulary appropriation (Gay, 2016). The respondents of this research were eighth-grade students from two classes: 8A (experimental group) and 8C (control group) at SMP Negeri 3 Parongpong. The sample comprised 30 students from each class, totaling 60 students. To ensure the validity and reliability of the assessment, a preliminary test was conducted, and consent was obtained from the schools and teachers to allow their students to participate in the study.

Research Respondents

The Respondents of this research are eight graders of SMP Negeri 3 Parongpong, in the 2023/2024 academic year. The sample group was taken from one class, namely 8A for the experimental class and the control group, namely class 8C. To ensure the validity and reliability of the assessment, a preliminary test was carried out. The sample was 30 students from Class 8A as the experimental group and 30 students from Class 8C as the control group, so the total sample was 60 students.

Data collection involved administering the pre-test to assess students' foundational knowledge before the treatment. The researchers then collected data based on the respondents' vocabulary test results, which included both pre-test and post-test scores. Post-tests were administered to both the control and experimental groups after the treatment to determine the impact of using the Jeopardy game on students' vocabulary mastery.

The data collected from the pre- and post-tests were analyzed using statistical methods to determine whether there was a significant difference in vocabulary acquisition between the experimental and control groups. Statistical analysis, such as t-tests or ANOVA, was employed to compare the mean scores of the two groups. The methodological choices made in this study were justified based on the research objectives, which aimed to assess the effectiveness of using the Jeopardy game as a vocabulary learning tool. Moreover, the comparative design allowed for the examination of differences between groups, while the quasi-experimental nature of the study facilitated the exploration of causal relationships within a controlled setting.

Data Collection

Prior to collecting the data, the researchers distributed the consent to the schools and teachers to earn their agreement to allow their students to participate in the study. In order to ascertain students' foundational knowledge or preparation for an educational experience or study program, this research employed a pretest. The researchers then collected data based on the respondents' vocabulary test results. The data collection process was completed after the student posttest was administered. Posttests were administered by researchers to the control and experimental groups. The posttest was

designed to determine whether the experimental group's treatment had a statistically significant effect on the pupils' vocabulary mastery. Researchers calculated the scores of students based on evaluations and posttest measurements. The test results from the experimental and control groups were then compared to see if using the Jeopardy game had a significant effect on students' vocabulary mastery.

Data Analysis

The collected data were analyzed using statistical methods to determine the effectiveness of the Jeopardy game in enhancing students' vocabulary mastery. Specifically, the paired sample T-test was employed to compare the mean scores of the pre-test and post-test within each group (experimental and control). This analysis helped identify any statistically significant differences in vocabulary mastery before and after the intervention. The homogeneity and normality tests were conducted to ensure that the assumptions underlying the paired sample T-test were met. Homogeneity testing assessed whether the variances of the pre-test and post-test scores were equal across groups, while normality testing examined whether the data followed a normal distribution. By employing these statistical tests, the researcher ensured the validity and reliability of the data analysis process. The choice of statistical methods was justified based on their appropriateness for the research design and objectives. Additionally, these methods allowed for the evaluation of the research hypothesis regarding the effectiveness of the Jeopardy game in improving students' vocabulary mastery.

Additionally, homogeneity and normality tests were conducted to ensure the assumptions underlying the paired sample T-test were met. Homogeneity testing assessed whether the variances of the pre-test and post-test scores were equal across groups, while normality testing examined whether the data followed a normal distribution. These tests were crucial for validating the reliability and validity of the data analysis process. The choice of statistical methods was justified based on their appropriateness for the research design and objectives. Paired sample T-tests are commonly used in experimental research to compare the means of two related groups, making them suitable for assessing changes in vocabulary mastery before and after the intervention.

Limitations of the study

While carrying out the investigation, the researchers ran across a number of limitations. Due to budget constraints, the study could only recruit a relatively small sample size, limiting the generalizability of the findings to a larger population. Apart from that, Jeopardy requires some LCDs in some classes during treatment; therefore, the researchers used limited number of LCD, facilitated by the school. Furthermore, the study was carried out within a time constraint that the school established.

RESULTS AND DISCUSSION

Research Results

This section dives deep into three key issues, including: the significance different of two different approaches, degree of Jeopardy in helping learners build their vocabulary mastery and the respondents' attitude toward the use of jeopardy. To sum up, Figure 1 represents the findings of this study which are organized in line with the research questions. The findings of this study provide valuable insights into the effectiveness of incorporating Jeopardy games into collaborative learning methods for enhancing students' vocabulary mastery. The results suggest that the experimental group, which

received the intervention of Jeopardy games within the collaborative method, showed a significantly greater improvement in vocabulary scores compared to the control group. This indicates that the use of Jeopardy games in conjunction with collaborative learning methods can positively impact students' language learning experiences and outcomes.

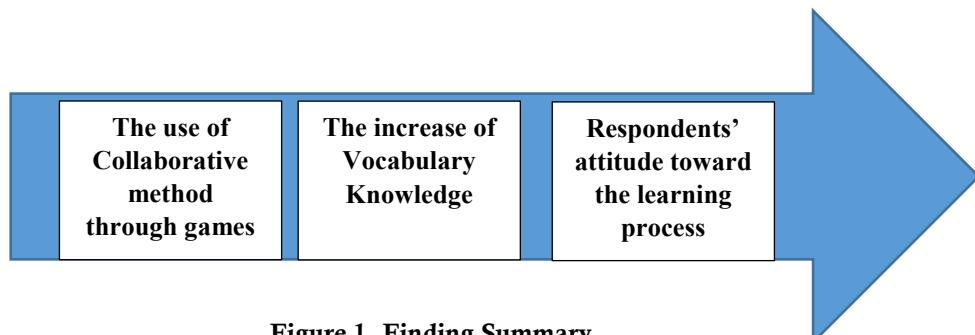


Figure 1. Finding Summary

Descriptive Statistical Analyses of Two Methods

This section elaborates the comparative results between the use of Collaborative Methods through Jeopardy Games and The use of Collaborative Method without Jeopardy Games.

Table 1. Descriptive Analysis

Group	N	Gain Score	Pre-test Std. Error of Mean	Post-test Std. Error of Mean	Pre-test Mean	Post-test Mean	Pre-test Std. Deviation	Post-test Std. Deviation
Experimental group	30	47.37	1.071	.713	27.33	74.70	5.868	3.905
Control	30	33.83	1.175	.798	32.30	66.13	6.433	4.369

To examine the datasets in Table 1, the researchers analyse the structure, variables and the potential limitations by utilizing descriptive statistics to get the sense of the central tendency and variability of the data. Table 1 reveals that the gain scores represent the difference between the post-test scores and the pre-test scores in both the experimental and control groups. The experimental group gain score is 47.37 and the control group gain score is 33.83. In terms of magnitude of change the gain score indicates change from the pre-test to the post-test within each group. The higher gain score shows a greater improvement in score over time. The effectiveness of the intervention or treatment can be determined by comparing the gain scores of the experimental and control groups. Compared to the control group (33.83), the experimental group (47.37) has a higher gain score in this instance, indicating that, on average, the experimental group's score improvement was greater than the control group's. The effectiveness of the intervention or treatment under study is generally indicated by the difference in gain scores between the experimental and control groups.

In terms of the spread of a set of data points around the mean, the table indicates that there is variability or spread of scores among participants in the pre-test assessment. A higher standard deviation suggests that the scores are more spread out from the mean. In this case, the pre-test scores have a standard deviation of 5.868, meaning that the scores vary around the mean pre-test score by approximately 5.868 units. On the post-

test assessment, this also shows the variation or dispersion of scores among participants. The post-test scores appear to be less dispersed from the mean if the standard deviation is lower than it was for the pre-test. The standard deviation of the post-test results in this instance is 3.905, indicating that there is an approximate 3.905 unit variation in the scores around the mean post-test score. The scores have become less variable or more consistent following some sort of intervention or treatment, as indicated by a decrease in the standard deviation between the pre- and post-test results. This indicates that there has been a homogenizing effect of the intervention on the scores and that participant variability has decreased.

Table 2. Paired Sample t-Test

Paired Samples Test								
		Paired Differences			95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df
Pair 1	Preaks - Poseks	-47.367	6.646	1.213	-49.848	-44.885	-39.036	29
								.000

Experimental Class Paired t-test

Hypothesis 0 (H_0): There is no significant difference between pretest and posttest score on the Collaborative Method through the Jeopardy Games

Hypothesis 1 (H_1): There is significant difference between pretest and posttest score Collaborative Method through the Jeopardy Games

If $p - \text{value} < \alpha$, H_0 is obtained

From the output, it informs that the score of Significant 2-tailed or p-value is 0.000, which is less than 0.05 ($0.000 < 0.05$) is obtained. It can be concluded that by using $\alpha=5\%$, there is a difference in the average student learning outcomes for the experimental class pre-test and the experimental class post-test (Jeopardy Games Method). There is a significant difference before it is carried out (Pre-test) using the Jeopardy Games Method and after it is carried out (Post-test) using the Jeopardy Games Method on student learning outcomes in English subjects.

Level of Vocabulary

This study sought to answer how far the method help respondents enhance their vocabulary knowledge. The standard deviation in the table below shows it. It shows the extent to which a data set's mean (average) differs from each of the data set's individual values. The standard deviation is higher in the pre-test than it is in the post-test. The fact that it is stated lower indicates that the data points are typically close to the mean. The table's explanation of the date's interpretation follows.

Table 3. Standard Deviation

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	27.33	5.868	74.70	3.905
Control	32.30	6.433	66.13	4.369

The experimental group started with a mean score of 27.33 and a standard deviation of 5.868. This suggests that before the intervention, the average performance of

this group was relatively low, with a moderate spread of scores around the mean. After the intervention, the mean score significantly increased to 74.70, with a standard deviation of 3.905. This indicates a substantial improvement in the group's performance, with a slightly tighter clustering of scores around the new, higher mean.

The control group began with a mean score of 32.30 and a standard deviation of 6.433. Initially, this group had a higher average performance than the experimental group and a slightly wider spread of scores. The control group's mean score increased to 66.13, with a standard deviation of 4.369 after the same period. While this is an improvement, it is less pronounced than that of the experimental group, and the scores remain more spread out than those of the experimental group after the intervention.

Table 4. Average Increase of 8A Class

		Experiment Class		
Total Score		Average	Increase	in
			percent	
Pre	820	27,33		
Post	2241	74,70	173 %	

The POST score in the Experiment Class increased by 173% when compared to the PRE score, which was determined using the students' overall score. In this case, information was obtained that the total and average scores of the Experiment Class increased by 173% after being given Jeopardy. This increase can also be bolstered by looking at the individual growth in the subject (experiment class students).

Table 5. Average Increase of 8C Class

		Control class		
Total Score		Average	Increase	in
			percent	
Pre	969	32,30		
Post	1984	66,13	104,74 %	

Paired t-test analysis shows that there is a difference in the average before and after treatment in Control class subjects. Calculated increase in value of 104.74%. It is known from the outcomes of these two analyses that there were increases experienced by the two subjects—in this case, the Experiment class and the Control class.

Comparative Interpretation

The experimental group, presumably subjected to a specific treatment or intervention, showed a more significant improvement in scores compared to the control group, which did not receive the intervention. This suggests that the intervention was effective in enhancing the performance of the experimental group. The decrease in standard deviation from pre-test to post-test for both groups suggests that the scores of the members of each group became more consistent after the intervention. The fact that the experimental group's post-test mean score surpassed that of the control group, despite starting from a lower pre-test mean, further emphasizes the effectiveness of the intervention applied to the experimental group. Overall, the experimental group significantly exceeded the control group on average, and the scores within the experimental group were more consistent. These findings suggest that the intervention had a positive effect on the group.

Respondents' Attitude

This section investigated the respondents' opinions regarding the cooperative use of Jeopardy games. To address Research Question 3, researchers made valid questionnaires available to respondents to learn how they experienced using the Jeopardy game in the Collaborative Method.

Table 6. The results of the perceptions of Experiment class students

Question	Statement	SD	D	N	A	SA
1	I find it interesting that Jeopardy games and collaborative methods can be combined.	0 %	0 %	30%	43%	26%
2	I am confident in my ability to actively participate in a language learning environment that uses Jeopardy games and collaborative methods.	0%	0%	23%	46%	30%
3	I think that using the Jeopardy game combined with the Collaborative method will improve my language learning experience.	0%	0%	23%	43%	33%
4	I get over obstacles with the help of my teacher.	0%	0%	6%	40%	53%
5	The Jeopardy game and the Collaborative Method learning style in my opinion can improve my language skills and long-term language memory.	0%	6%	23%	46%	26%
6	After taking several classes, my vocabulary has increased.	0%	3%	13%	46%	36%

The results of the perceptions of experiment class students include a significant portion of students found Jeopardy games used in conjunction with collaboration methods to be interesting (30% very interesting, 43% quite interesting) and confidence-boosting (23% confident, 46% very confident). A majority of respondents agreed or strongly agreed (23% agreed, 43% strongly agreed) that using Jeopardy games with collaboration methods was effective in improving language learning experiences. A majority of students (40% agree, 53% strongly agree) believe that teachers play a significant role in helping them deal with problems, indicating a positive perception of teacher involvement and support. A considerable percentage of students (23% agree, 46% strongly agree) believe that using Jeopardy games with collaboration methods has advantages in improving language skills and direct language retention. A large portion of students (46% felt there was growth, 36% really felt there was growth) perceived vocabulary growth after using Jeopardy games and collaboration methods, though a small percentage (3%) did not feel any growth.

Discussion

The descriptive statistical analysis revealed that the experimental group exhibited a higher gain score compared to the control group, indicating a greater improvement in vocabulary mastery over time. Additionally, the decrease in standard deviation from pre-test to post-test scores for both groups suggests that the intervention had a homogenizing effect on the scores, leading to more consistent performance among students. The substantial increase in post-test mean scores for both groups further supports the effectiveness of the intervention in improving vocabulary mastery. Furthermore, the

analysis of respondents' attitudes towards the use of Jeopardy games in collaborative learning environments indicated a positive perception among students. A significant portion of respondents found Jeopardy games combined with collaborative methods to be interesting and effective in improving language learning experiences. Moreover, students perceived growth in their vocabulary and expressed confidence in their ability to actively participate in language learning activities facilitated by Jeopardy games (Garim et al., 2023).

In educational settings, the implementation of collaborative activities, particularly within reading sessions, significantly enhances the learning experience. This pedagogical approach is strategically designed to broaden students' vocabulary range, a fundamental aspect of linguistic proficiency. Teachers creatively incorporate gaming elements into the classroom, transforming the learning process into an engaging and interactive experience. In this structured environment, students are not only exposed to new vocabulary but are also actively encouraged to familiarize themselves with unfamiliar terms. When encountering vocabulary challenges, students are guided to undertake a proactive learning approach (Kamarudin, 2022; Garim et al., 2023). They are instructed to consult available resources, such as dictionaries, and to engage with their peers for assistance.

In contemporary educational practices, the emphasis on peer interaction stands as a pivotal component, fostering a vibrant sense of community and collaboration within the classroom setting. This methodological shift enables students to learn not just from their instructors, but significantly from one another as well. Through the sharing of ideas, perspectives, and understanding, learners contribute to a collective knowledge pool, enriching the learning experience for the entire class (Loes, 2022; Agustin & Zinil, 2022). Such a collaborative framework is instrumental in demystifying the complexities of the learning process, rendering it more approachable and less daunting for all involved. By breaking down barriers to understanding and encouraging mutual support, this strategy ensures that education becomes a shared journey rather than a solitary endeavor. This shift towards a more interactive and engaging educational model is further enhanced by the incorporation of innovative teaching methodologies, such as game-based learning. These activities are not merely for entertainment; they are meticulously designed to integrate academic content with interactive play, thus creating a dynamic and supportive learning environment.

The gamification of learning tasks transforms traditional classroom dynamics, making learning an active and enjoyable process. This not only aids in the retention of knowledge but also encourages critical thinking and problem-solving skills in a context that feels natural and enjoyable to students. Such an atmosphere significantly alleviates the conventional pressures associated with academic achievement. Traditional educational models often prioritize grades and performance, potentially overshadowing the intrinsic value of learning and understanding (Awang-Hashim, 2023; Loes, 2022). However, by adopting an approach that values collaboration, interaction, and engagement, educators are able to cultivate a learning environment where students feel supported and valued. This, in turn, encourages learners to approach their studies with curiosity and openness, free from the burden of performance anxiety. As a result, students are more likely to remain attentive and motivated throughout their classes, which not only enhances their immediate educational experience but also instills a lifelong love for learning. The outcome is a more fruitful and enjoyable educational journey for students, marked by enhanced understanding, personal growth, and academic success.

These findings contribute to the existing literature on vocabulary acquisition and instructional methodologies by highlighting the benefits of incorporating interactive and

engaging activities, such as Jeopardy games, into collaborative learning environments. By providing students with opportunities for active participation and meaningful engagement, teachers in class create a stimulating and effective learning environment conducive to improve students' language development (Huang, 2023; Loes, 2022). Implications for practice include the integration of Jeopardy games into language teaching curricula as a supplementary tool for enhancing vocabulary acquisition. The teachers involved students in adapting and customizing games in vocabulary acquisition. The games are directed to suit the specific needs and proficiency levels of their students, thereby promoting active learning and fostering a positive attitude towards language learning. Additionally, teacher involvement and support play a crucial role in facilitating students' language learning experiences and addressing any challenges they may encounter (Kamarudin, 2021).

Limitations of this study include the small sample size and the focus on a single educational institution, which may limit the generalizability of the findings. Future research could explore the long-term effects of incorporating Jeopardy games into language teaching methodologies across diverse student populations and educational settings. Moreover, investigating the effectiveness of other interactive learning tools and strategies in combination with collaborative methods could provide further insights into effective language teaching practices.

CONCLUSION

The study utilized quantitative research techniques to assess the impact of the Jeopardy game on students' vocabulary development through a comparative approach, employing pre- and post-tests. With a sample of 60 students split evenly between experimental and control groups, the study addressed the challenges Indonesian students face in learning English, particularly in vocabulary acquisition. It emphasized the importance of vocabulary knowledge in language learning and highlighted psychological barriers hindering students' progress. To overcome these challenges, a collaborative approach based on Jeopardy games was implemented, aiming to boost students' self-confidence and engagement in vocabulary activities. The literature review supported the use of collaborative learning techniques, stressing their role in enhancing language fluency and confidence. Detailed procedures covered participant selection, research instruments, data collection, and analysis methods, with paired sample T-tests revealing significant differences in learning outcomes between the experimental and control groups. While acknowledging limitations such as sample size and scope, the findings underscore the potential benefits of incorporating collaborative learning strategies like the Jeopardy game into language instruction to improve students' language skills and confidence, thus contributing to effective language teaching practices and curriculum development.

RECOMMENDATION

The study recommends that in order to assist students in mastering vocabulary, teachers should integrate creative teaching methods with successful teaching strategies. In the classroom, effective teaching strategies can foster a dynamic learning environment that increases students' motivation and inspires their creativity and passion. Engaging in educational games, like Jeopardy, can help students develop their interests and provide a useful context for language use. It is also possible to assist students become more confident and fluent in their English speaking by using collaborative activities. Additionally, educators can use different strategies to help students learn different aspects of vocabulary, such as using thesauruses and dictionaries, intensive reading, and

focusing on different word types like modals, prepositions, regular verbs, and collocations.

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