

APPLYING BAAMBOOZLE GAMES TO IMPROVE STUDENT'S VOCABULARY MASTERY

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Abstract

This research project's objectives are to find out whether there is any difference in student vocabulary mastery of the students who are taught by using the Baamboozle games and those who are not and to find out the student responses about the utilization of Bamboozle games application as a media for learning vocabulary. This research applied the quasi-experimental design, which used an experimental and a control class. The population in this research was the eight grade students of SMP Negeri 3 Brebes with a total of 314 students. The sample consist of 62 students which taken by purposive sample technique. This research used vocabulary test instrument and questionnaire. The result obtained the average posttest result of the experiment class of 82.25 outperformed the control class of 79.50. Based on the results of the t-test, the paired sample test show a significant value of 0.000 which means less than ($<$) 0.05. From this, it may be determined that the experimental class and the control class differ significantly. Through the questionnaires distributed, the majority of students also agreed that baamboozle can increase their vocabulary mastery and make learning more fun. In conclusion, the use of bamboozle game as learning media has a positive effect on students' vocabulary mastery. Researcher suggest that students should be given additional time to practice understanding vocabulary at home or at school by using media such as Baamboozle game. Teachers are also advised to use appropriate media to support students English vocabulary learning.

Keywords: Learning media, Baamboozle games, vocabulary.

1 INTRODUCTION

In learning language, vocabulary is very essential. Learning vocabulary is not just reading a new word and knowing its meaning, but you have to know when the vocabulary is used. For foreign language learners, vocabulary is considered an essential tool because a limited vocabulary will lead to unsuccessful communication. According to Laufer and Nation in Alqahtani (2015), Developing a vocabulary is essential to producing coherent spoken and written language. While, according to Nation cited in Alqahtani (2015) all language skills, including speaking, listening, reading, and writing in English as a foreign language (EFL) and as a second language (ESL), depend on mastering vocabulary. It implies that mastery of vocabulary has a big influence on a variety of English language proficiency aspects.

According to Hatch and Brown (1995) A list or collection of words specific to a language or a list or collection of terms that each speaker of the language may use is referred to as vocabulary. Vocabulary can be defined from the above definition as all of the terms in a given language that are known or used by everyone. Meanwhile, according to Hiebert and Kamil (2005) vocabulary as a collection of words that can be understood when reading or listening. It can be concluded that when someone is reading or listening, they record the vocabulary used and understand the vocabulary. However, according to Wardani (2015) Vocabulary is a crucial component of language since it is used in all language skills, including speaking, listening, reading, and writing. It is clear from this statement that vocabulary is the primary component of language since it is necessary for writing, speaking, reading, and listening. This means that the lower a person's vocabulary knowledge, the lower the person's ability to speak the language.

In this research, researcher used Baamboozle as a student learning media to makes learning vocabulary more fun. "One million games made by teachers" is the motto of Baamboozle, which offers hundreds of games and quizzes covering a wide range of subjects, including English. Upon inputting the website address and selecting the desired topic for the search, a variety of games and quizzes will surface. Click the "play" button and select the kind of game or quiz to play. Not only as a medium to improve vocabulary. Baamboozle can also add other important skills such as critical thinking, teamwork, reading comprehension and grammar.

This research focuses on students' vocabulary mastery, because the main problem of students at SMP Negeri 3 Brebes is the low vocabulary knowledge. A lot of factors influence why students lack English vocabulary knowledge. Students often get bored quickly in learning something, especially learning vocabulary that must be repeated continuously. Another factor contributing to the challenges of acquiring English vocabulary is an unsupportive environment. Then the loss of student learning motivation is also one of the obstacles that must be faced. When it comes to solving this issue, teachers are necessary. Fun learning techniques are needed to increase student learning motivation. Learning in second grade junior high school students should be fun because in this class students get bored quickly on doing something and are even shy and afraid to express their opinion (Sulistianingsih et al., 2019).

2 METHODOLOGY

Researcher has selected quantitative research as the method for research. Rana et al. (2021) stated quantitative method is to collect and analyze numerical data that answers scientific research questions. Researcher used experimental research to collect the data because it tries to ascertain the impact of employing Baamboozle games as a teaching tool on students' vocabulary mastery. According to Sugiyono (2013) Experimental methodology is a research methodology used in controlled settings to ascertain how one treatment affects another. For the research design, the researcher used quasi experimental design.

Population is a group of things or people with specific quality and characteristic chosen by researchers for analysis and subsequent conclusion-drawing Sugiyono (2013). The populations in this research are all eighth grade students of SMP Negeri 3 Brebes in the 2023/2024 academic year. There are all 10 classes, 8A to 8J, totaling 314 students. A representative sample of the population is required. Consequently, the researcher took a sample of 2 classes, namely VIII H and VIII J. Where VIII H as the experimental class and VIII J as the control class. Each class has 31 students, so the total number of samples is 62 students. For the technique of sampling, the researcher used a purposive sampling technique.

The variables under investigation in this research were separated into two categories: independent variables (X) and dependent variables (Y). In this research, the independent variable is the use of Baamboozle as a learning medium. However, the research's dependent variable is the students' vocabulary mastery. To collect data, researchers have several steps. The first step is that researchers conduct pretests to both classes before being given treatment. Assessing the abilities of students before providing treatment is the goal. The experimental class is taught with the media from the Baamboozle game in the second step, which involves giving the two classes distinct treatments. While, the control class is taught in a conventional way or does not use baamboozle game media. The last step is that researchers give posttests to both classes to measure their abilities after treatment. The instrument used by researchers is a vocabulary test given at the time of pretest and posttest. After the data is obtained, the researcher analyzes the data using spss version 25. Researchers employ a variety of tests, including the t-test, homogeneity test, and normality test. After the research was completed, the researcher gave questionnaires to students with the aim of obtaining responses or feedback from students regarding the use of baamboozle game as a vocabulary learning media.

3 RESULTS

This research started on May 2nd - May 31st, 2024 at SMP Negeri 3 Brebes. Researchers conducted research for 6 meetings and 2 meetings for pretest and posttest. The first meeting researchers conducted pretests in two classes to measure their abilities before being given treatment. Then researchers gave different treatments to the two classes for 6 meetings. While the control group received treatment without the use of baamboozle games media, the experimental group received it. To assess student progress after treatment, researchers conducted a posttest for both classes at the end of the meeting.

3.1 Data analysis

The researcher presents the findings from the data that have been collected in this section. The table of analysis results can be seen below:

3.1.1 Descriptive Statistic

Table 1. Descriptive Statistic Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_test Experiment	32	52	80	62.38	8.613
Post_test Experiment	32	72	96	82.25	7.251
Pre_test Control	32	48	76	59.31	7.123
Post_test Control	32	68	92	79.50	6.304
Valid N (listwise)	32				

The experimental class pretest has an average score of 62.38, with a maximum score of 80 and a lowest score of 52, according to the table above. While, with a maximum score of 76 and a minimum score of 48, the control class receives an average score of 59.31. On the posttest the experimental class gets an average score of 82.25 with a maximum score of 96 and a minimum score of 72. While the control class gets an average score of 79.50 with a maximum score of 92 and a minimum score of 68. It can be concluded that the average score of the experimental class is higher than the average score of the control class.

3.1.2 Normality test

Table 2. Normality Test Result

Tests of Normality							
Factor		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
English comprehension ability	Pre-test Experiment	0.121	32	.200 [*]	0.939	32	0.070
	Post-test Experiment	0.149	32	0.067	0.940	32	0.073
	Pre-test Control	0.138	32	0.129	0.939	32	0.069
	Post-test Control	0.126	32	.200 [*]	0.971	32	0.532

Table indicates that the experimental class pretest has a significance level of 0.200 in Kolmogorov-Smirnov and 0.070 in Shapiro-Wilk checks. Furthermore, The control class pretest showed significant findings in Shapiro-Wilk (0.069) and Kolmogorov-Smirnov (0.128). In addition, the table above also shows the results of the normality of the posttest of the experimental class and control class. According to Table 4.6, the experimental class's significant posttest in Shapiro-Wilk is 0.073 and in Kolmogorov-Smirnov is 0.067. Furthermore, The control class's significant posttest on Shapiro-Wilk is 0.532 and on Kolmogorov-Smirnov is 0.200. Because of the fact that the experimental and control classes' significant values are larger (>) than the 5% (0.05) significant value, it may be argued that all of the data is normally distributed.

3.1.3 Homogeneity Test

Table 3. Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
English comprehension ability	Based on Mean	1.891	1	62	0.174
	Based on Median	0.919	1	62	0.342
	Based on Median and with adjusted df	0.919	1	59.944	0.342
	Based on trimmed mean	1.805	1	62	0.184

Based on the table 3, the data from both the experimental and control classes have a homogenous distribution of variance, as indicated by the significant value of 0.174, which is greater than 0.05 based on the mean. Although the experimental class and control class received different treatments, both had the same variance or characteristics.

3.1.4 Paired Sample T-test

Table 4. Paired Sample T-test Results

Paired Samples Test		
Paired Differences	T	df

			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
						Lower	Upper			
Pair 1	PretestExp	–	-19.875	3.731	0.660	-21.220	-18.530	-30.135	31	0.000
Pair 2	PretestCon	–	-20.188	5.409	0.956	-22.138	-18.237	-21.114	31	0.000
	PosttestExp									
	PosttestCon									

Paired Samples Test

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	PosttestCon									

It is evident from the results table above that the experimental class's pretest and posttest mean scores differ significantly from those of the control class. This is because the results of the paired sample test show a significant value of 0.000 which means less than 0.05. In addition, the df in this study is 31 and the t-table value at df 31 is 1.695. According to calculations that have been carried out by researchers using spss, t-count is 30.135, which means t-count is greater than t-table ($30.135 > 1.695$). Through this paired sample test it can be said that the baamboozle games application has an impact on students' mastery of vocabulary.

The sig. (2-tailed) significance level of 0.000 makes this clear. In another way, the state of students before and after treatment differs significantly. To determine the differences can be seen in table 4.9. The mean pretest of the experimental class was 62.38 while the mean posttest of the experimental class was 82.25. It can be interpreted that the mean posttest score is higher than the mean pretest score. Thus, it can be said that students vocabulary mastery is positively impacted by the baamboozle gaming application. This indicates that the research is going well or can be said to be successful.

3.1.5 Descriptive Analysis

1. Bamboozle games is able to increase students' vocabulary mastery.

32 jawaban

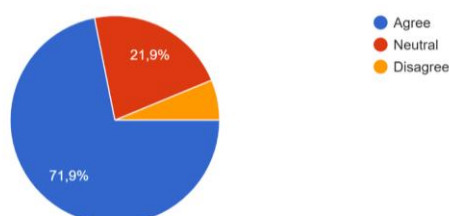


Figure 1. Question 1 result diagram

2. Bamboozle game helps me to learn new vocabulary.

32 jawaban

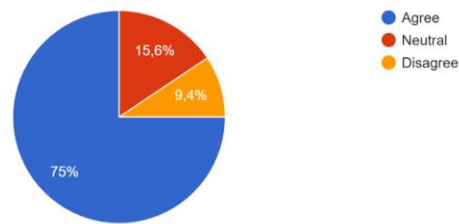


Figure 2. Question 2 result diagram

3. I was able to understand the content of recount text when learning using bamboozle games.

32 jawaban

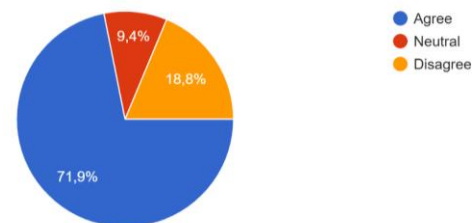


Figure 3. Question 3 result diagram

4. Bamboozle games makes learning more fun.

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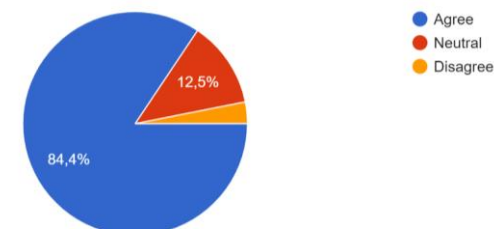


Figure 4. Question 4 result diagram

5. I feel more motivated to learn vocabulary after using bamboozle games.

32 jawaban

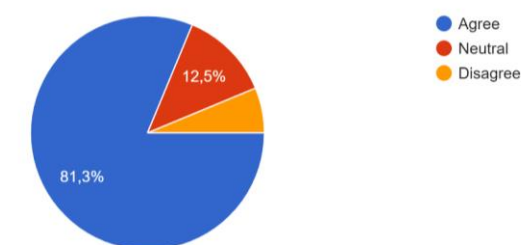


Figure 5. Question 5 result diagram

The highest percentage of students answered agree, namely in question number 4 as much as 84.4%, students thought that baamboozle games made the learning atmosphere more fun. It is undeniable that something related to games must be liked by students. The most neutral answer is in question number 1 which is 21.9%. It is possible that students think that their vocabulary improvement is the same as when they are taught in the conventional way. Even so, there are still more students who agree that baamboozle games can improve their vocabulary mastery. The research came to the conclusion that most students gave really good answers to each question on the use of bamboozle games as a vocabulary-learning medium and made students more interactive in learning. It can be said that the

utilization of baamboozle games for vocabulary learning media is quite successful and is liked by students.

4 CONCLUSIONS

This chapter is concluded by the researcher based on the findings and discussion. This study is focused on clarifying the effect of Baamboozle Games application on students' vocabulary mastery of English. The researcher concluded that students' mastery of English vocabulary taught using baamboozle games media had improved. Both classes have good mean scores but the mean score of the experimental class is greater compared to that of the control class., namely $82.25 > 79.50$. Based on the results of the t-test, the paired sample test produces a significant value of 0.000, or less than ($<$) 0.05. Additionally, it indicates that there is a significant difference between students who receive teaching through Baamboozle games media and those who receive teaching through conventional techniques, indicating that H_a is accepted and H_0 is rejected. The use of this media has an influence on students' enthusiasm for learning. Students are more active and don't get bored quickly when studying, through the learning carried out by researcher students can also remember the vocabulary taught better. Meanwhile, students who are taught in conventional ways during learning activities tend to get bored and lazy quickly, and also find it difficult to remember the vocabulary taught. The researcher came to the conclusion that using this media helped in increasing English vocabulary of students at SMP Negeri 3 Brebes for the 2023/2024 academic year.

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