
The Application of The Bamboozle Game to Improve Students' Vocabulary Mastery

Andika Dwi Aryansyah

Universitas Pendidikan Ganesha

andika.dwi.aryansyah@undiksha.ac.id

Abstract

Bamboozle is a fun game to play in the classroom by ringing a bell per group. The purpose of this study was to find out whether the use of Baamboozle can improve the vocabulary mastery of grade VII-A students at SMPN 1 Sukasada and to identify the factors that support and obstruct during the research. This study used grade VII-A as the subject which consisted of 31 students, with 17 boys and 14 girls. There were four meetings. The Kemmis and McTaggart methodologies were modified for use in the classroom action research approach. Tests and observation sheets were used to gather data, which were then descriptively, qualitatively, and quantitatively assessed. The results showed an increase in the percentage of students who had a high level of vocabulary mastery in each cycle, in the first cycle recorded 62.13% and in the second cycle recorded 81.74% and based on the observation sheets, there were obstruct factors during the research such as limited Wi-Fi or Internet access in the classroom, and students who did not want to discuss in groups. Meanwhile, the supporting factors during this research were the LCD Projector facilities that were functioning properly, making it easier for the students.

Keywords: Bamboozle; Vocabulary; Teaching Vocabulary.

INTRODUCTION

Learning language as a means of communication needs a fundamental component that makes us understand that language very well. According to Asyiah (2017), vocabulary is crucial to learning a foreign language. Because a foreign language usually differs significantly from the first language generally used in daily life. Furthermore, memorizing vocabulary is essential in learning a new language (Jumariati, 2010). Learning a foreign language like English is the most challenging part because it is easier to express phrases, words, or expressions if we have little vocabulary. Meanwhile, according to Easterbrook (2013), vocabulary is covered first because it is necessary for learning a foreign language and crucial knowledge for EFLs.

Teaching vocabulary is an essential and crucial part of learning a language. Students will explore and improve their skills if they have learned some vocabulary. According to Thornbury (2002), teaching vocabulary is essential to language learning. Because of that, teaching vocabulary is an integral part of learning languages. Teaching vocabulary is one of the most complicated and challenging for teachers because we know the type of learning style of their students. It is more difficult to teach young learners.

Media will help the teacher support the material so the students can understand the content better. Teaching English, especially in EFL for young learners, would be meaningless and not compelling because the students will not be interested in the material then. As a result, they will only focus or pay attention during the learning process. This research focuses on using Baamboozle as audio-visual media to teach students vocabulary.

To produce engaging gaming experiences, the teacher should create educational games with various activities (Huang, Hew, & Lo, 2018). According to Krisbiantoro (2020), Baamboozle is a fun game to play in the classroom by ringing a bell per group. Meanwhile, Sa (2021) stated that Baamboozle is an online and offline game that resembles a quiz and allows users to register without having to. So it can be easier and more accessible for the teacher when they want to use it.

Several previous studies use Baamboozle as a medium in teaching. The first study is from Iskandar et al. (2022), which implemented Baamboozle as digital-based learning. This project aims to create digitally based instructional materials as a means of assessment to boost fifth-grade elementary school pupils' enthusiasm for learning. The second study from Andriyani, Feradona & Rizaldi (2021) used a Baamboozle as a medium for Ice-Breaking. To ascertain how to incorporate ice-breaking into learning activities on the Baamboozle website. Next, the goal of Fitriani, Rahayuningtyas, and Gusanti (2022) in the third study using Baamboozle as a medium is to create media products for the Baamboozle Game that are reliable, efficient, and can enhance student learning results. It can be synthesized from the preliminary studies that some researchers have done that they need to utilize Baamboozle as a medium for improving and teaching vocabulary.

Based on the learning process observation in seventh grade at SMPN 1 Sukasada, several students in grade VII A still had a lower score on vocabulary tests or less than the minimum grade in the English subject. The lack of vocabulary mastery happened for several reasons, such as students still needing help understanding the meaning, mispronunciation, and low interest during the learning process. Those problems may have occurred for several reasons, such as using merely the English textbook or traditional ways. Therefore, this study aimed to improve student's vocabulary mastery through Baamboozle and identify the factors that support and obstruct the learning process after applying the Bamboozle.

METHOD

This research used Classroom Action Research. Classroom Action Research was focused on the classroom and tried to discover what happens in the school (Kemmis & McTaggart, 2000). The researcher conducted this research at SMPN 1 Sukasada. The subjects of this research were 31 students in grade VII A, consisting of 17 boys and 14 girls. In this study, the researcher used several instruments to collect the data. There were observation sheets, tests, and Lesson Plans. In this research, the researcher used several techniques in

collecting the data. The first qualitative data was obtained from an observation sheet that the researcher did during the research activity in the classroom. The quantitative data was obtained from the pre-test and post-test during the research. The researcher assessed the student's ability using a test. After collecting the data, the researcher analyzed the data using several techniques. The data from observation sheets were analyzed qualitatively to obtain the descriptive result. Meanwhile, the data collected from the test result was analyzed quantitatively. In this research, there was a benchmark in determining its success. The indicator in this study was students meeting the minimum score of 75, which was equivalent to or more than 75% of the class's population.

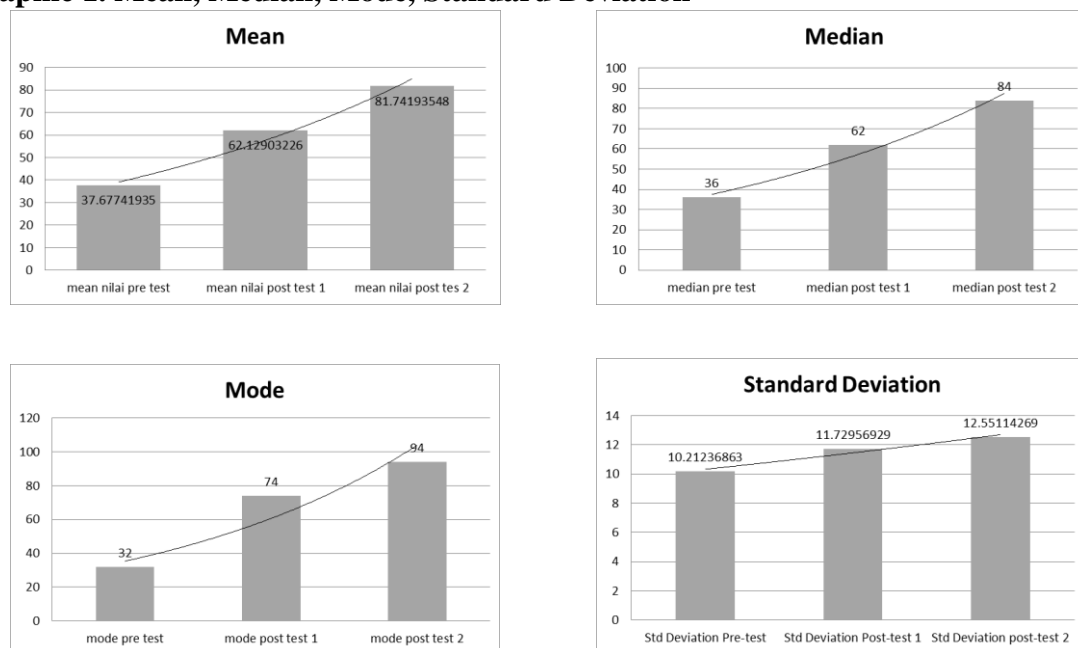
FINDINGS AND DISCUSSIONS

From the first and second cycle, there was an improvement of the students' vocabulary mastery. The result it can be seen in this result table and graphic.

Table 1. Media, Media, Mode, Standard Deviation Score

	N	Mean	Std. Deviation	Median	Mode
Pre-test	31	37,68	10,212	36	31
Post-test 1	31	62,13	11,730	62	74
Post-test 2	31	81,74	12,551	84	94

Graphic 1. Mean, Median, Mode, Standard Deviation



Based on the table and graphic, the students' mean score on the pre-test was 37.6, and no students passed the minimum criteria. This result means the students' vocabulary could be much higher. Then, the mean score on post-test 1 was 62, 8. This result indicated that 11 students passed the minimum criteria, while 20 still needed to pass the minimum standards. Also, 35% of the students needed help meeting the minimum completion criteria. It indicated that the researcher must continue to cycle II. Then, the average score on the post-test 2 was 81, 7. This result means that 26 students passed the minimum criteria (KKM), while five still needed to meet the minimum standards. Furthermore, the percentage of the cycle II was 83%. This result indicated that this second cycle has met the success criteria of 75%.

Furthermore, the result indicated improved standard deviation, median, and mode scores. The median score from the pre-test was 36, the post-test in cycle 1 was 62, and the post-test in cycle 2 was 84. Then, the mode score in this research showed that the pre-test was 32, the post-test I was 74, and the post-test II was 94. Then, the standard deviation showed an improvement. The pre-test showed 10,212, post-test I offered 11,730 and post-test II showed 12,551.

The use of Baamboozle significantly made the students enjoy the learning, and the class situation was more enthusiastic, being proven by the improvement and positive effects of using Baamboozle. As stated by Puspita and Syahira (2023), a web game called Bamboozle promotes the idea that education should be enjoyable and is designed to be entertaining. This game can make the students more fun and enjoy the learning process. In this case, the researcher chooses the Baamboozle to teach vocabulary. In support of Nabila (2023), using the Baamboozle game strategy was indeed helpful in enhancing the students' vocabulary. This study shows that the students are more active when playing the Baamboozle in groups. Furthermore, Baamboozle is a web-based tool for games that the teacher can use to teach any subject. Therefore, this study is congruent with Nabila's (2023).

During the research, the students got many benefits from implementing the Baamboozle. The game could help the students to learn and remember the new vocabulary and expressions from the material. In implementing the Baamboozle, the students were given clues from the picture to make them think critically about the answer. It was in line with the recent study by Puspita and Syahira (2023) that most students happily played Baamboozle games because they were challenging and could compete with other students. Furthermore, Baamboozle could increase the effectiveness of the learning model by using online games in groups to balance the content that the teacher presents, foster a sense of responsibility and collaboration, engage learners in understanding, and enhance their communication skills (Kajori & Hendriana, 2023). After applying the Baamboozle, students improved their vocabulary acquisition skills and communication skills among students. Similar to a prior study, this one showed how students could benefit from digital games by engaging with one another and being motivated to learn and retain a new language (Zhonggen, 2018). Applying Baamboozle media attracted students' attention by triggering their enthusiasm for using it (Murti et al., 2023). It was ideal for teachers who know how important it is to make learning engaging and enjoyable for students of all ages and those constantly looking to expand the scope of their training (Muhajir et al., 2019)

From the observation, the researcher found some factors obstructed during the study. The factors that obstructed were the internet or Wi-Fi connections that could not reach the class area. Those factors made the researcher need help accessing the media Baamboozle, and it took a long time to connect with the Baamboozle. So it makes the learning time run out faster. Improved internet access is crucial for learning, particularly in classroom settings (Ahmed et al., 2017). According to previous research from Aulia et al. (2016), which examines the effect of internet utilization on geography learning outcomes, it was indicated that there was a positive influence and a low relationship between internet utilization and students' learning outcomes. Therefore, with internet-based technology facilities in schools, it is easier for teachers to deliver material in the classroom. By using facilities based on

Internet-based facilities, the process of searching for school assignments school assignments by students can be done quickly (Muhamad et al., 2019).

On the other hand, the researcher also found a factor that supports the research. When the researcher implemented the Baamboozle, the researcher felt that the LCD Projector was properly functioning. So, it makes the researcher easily present the Baamboozle and explain the material. Furthermore, infrastructure is a tool used to facilitate learning. Infrastructure and educational facilities have a role in determining how well students learn (Ruhyana & Aeni, 2019). With good facilities and infrastructure, it will help teachers to teach and explain the material smoothly. In support of Hariadi (2017), using LCD Projectors in learning media and learning motivation on learning achievement successfully influenced students' motivation and learning outcomes. Educational infrastructure and facilities need to be carefully planned and maintained in order for them to be available for use during the teaching and learning process (Cynthia et al., 2016). So, it can be concluded that all facilities in the classroom were working well and should be improved in the future.

CONCLUSION

Applying the Baamboozle game to improve students' vocabulary mastery in grade VII-A at SMPN 1 Sukasada was successfully conducted within two cycles, with the mean score of the post-test one to post-test two significantly increasing. From the result, it can be derived that applying the Baamboozle could improve the student's vocabulary mastery for grades VII-A. The factor that obstructed the implementation of Baamboozle at SMPN 1 Sukasada was only the Wi-Fi connection, which couldn't reach class VII A. So, it made the researcher use his internet connection. In contrast, the factor that supports the smooth running of this research is the use of an LCD Projector that functions appropriately. So that researchers can display Baamboozle to all students.

REFERENCES

- Ahmed, S.S., Khan, E., & Faisal, M. (2017). The potential and challenges of MOOCs in Pakistan: A perspective of students and faculty. *Asian Association of Open Universities Journal*, 12(1), 94-105. <https://doi.org/10.1108/AAOUJ-01-2017-0011>.
- Andriyani, I., Feradona, M., & Rizaldi, V. P. (2021). Pemanfaatan Penggunaan Ice - breaking pada Website Baamboozle dalam Kegiatan Pembelajaran. *Prosiding Didaktis: Seminar Nasional Pendidikan Dasar*, 6(1), 318-327. <http://proceedings.upi.edu/index.php/semnaspendas/article/view/2245>
- Asyiah, D. N. (2017). The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences On Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 293-318.
- Aulia, N., Normelani, E., & Aristin, N. F. (2016). Pengaruh Pemanfaatan Internet Terhadap Hasil Belajar Geografi Siswa Kelas XII IPS MAN 2 Kandangan. *JPG (Jurnal Pendidikan Geografi)*, 3(4). <https://ppjp.ulm.ac.id/journal/index.php/jpg/article/view/1507/1296>.
- Cynthia , L. C., Martono , T., & Indriayu , M. (2016). Pengaruh Fasilitas Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Siswa Kelas XII IS DI SMA Negeri 5 Surakarta Tahun Ajaran 2015/2016. *Jurnal Pendidikan Bisnis Dan Ekonomi*, 1(2). <https://jurnal.fkip.uns.ac.id/index.php/ptn/article/view/7397/5169>.

- Easterbrook, R. M. (2013). The process of vocabulary learning: vocabulary learning strategies and beliefs about language and language learning (Doctor of Philosophy in Education, The University of Canberra) Retrieved from http://www.canberra.edu.au/researchrepository/file/3384527a-1649-4e50-b61f32a9979276e6/1/introductory_pages.pdf
- Fitriani, U. D., Wida Rahayuningtyas, & Yurina Gusanti. (2022, June 21). Pengembangan media pembelajaran tari remo trisnawati berbasis game based learning baamboozle di MTSN 1 Kota Malang / Utari Dwi Fitriani. Repository.um.ac.id. <https://repository.um.ac.id/258819/>.
- Hariadi, S. (2017). Pengaruh Penggunaan Media Pembelajaran LCD Proyektor Dan Motivasi Belajar Terhadap Prestasi Belajar Mata Pelajaran IPS. *Jurnal Penelitian Dan Pendidikan IPS*, 11(1), 100–110. <https://ejournal.unikama.ac.id/index.php/JPPPI/article/view/1731/1402>.
- Huang, B., Hew, K. F., & Lo, C. K. (2018). Investigating the effects of gamification-enhanced flipped learning on undergraduate students' behavioral and cognitive engagement. *Interactive Learning Environments*, 1–21.
- Iskandar, S., Rosmana, P. S., Agnia, A., Farhatunnisa, G., Fireli, P., & Safitri, R. (2022). Penggunaan Aplikasi Baamboozle Untuk Meningkatkan Antusias Belajar Siswa di Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 12500–12505. <https://doi.org/10.31004/jpdk.v4i6.10545>.
- Jumariati. (2010). Improving the vocabulary mastery of EFL students. University lampung.
- Kajori, F. I., & Hendriana, B. (2023). Improving Students' Mathematical Communication Ability Through Problem-Based Learning Assisted By Baamboozle. *Mathline : Jurnal Matematika Dan Pendidikan Matematika*, 8(3), 893–904. <https://doi.org/10.31943/mathline.v8i3.467>.
- Krisbiantoro, B. (2020). The effectiveness of gamification to enhance students' mastery on tenses viewed from students' creativity. *Journal of Advanced Multidisciplinary Research*, 1(2), 73-97.
- Muhajir, M., Sulaiman, R., & Ismail, U. (2019). Sinkronisasi Bakat dan Cita-Cita Mahasiswa Angkatan 2016 dalam Memilih Jurusan di Fakultas Sastra Universitas Muslim Indonesia (UMI) Makassar. *Equilibrium: Jurnal Pendidikan*, 6(1), 1–9. <https://doi.org/10.26618/equilibrium.v6i1.1776>.
- Muhamad, H., Efendi, A., & Basori, B. (2019). Pengaruh Fasilitas Belajar Berbasis Teknologi Terhadap Prestasi Belajar Siswa. *JIPTEK : Jurnal Ilmiah Pendidikan Teknik Dan Kejuruan*, 12(1), 56–64. <https://jurnal.uns.ac.id/jptk/article/view/19118/20342>.
- Murti, M., Jais, M., & Rahim, F. (2023). Pengaruh Penerapan Metode Game Based Learning (Baamboozle) Sebagai Media Evaluasi Terhadap Hasil Belajar Bahasa Inggris Siswa SMP Negeri 40 Bulukumba. *Jurnal Kependidikan Media*, 12(3), 132–141. <https://journal.unismuh.ac.id/index.php/media/article/view/13026/6516>.
- Nabila, H. (2023, May 29). The Use of Baamboozle Games to Improve Students' Vocabulary of State Junior High School 2 Panti. *Digilib.uinkhas.ac.id*. <http://digilib.uinkhas.ac.id/24457/>.

- Puspita, M. S., & Syahria, N. (2023). The Utilization of Bamboozle Game to Support Young Learners' Speaking Performance. *International Conference on Language and Language Teaching*, 198–207. <https://incollt.unipasby.ac.id/proceedings/index.php/incollt/article/view/66>.
- Ruhyana, N. F., & Aeni, A. N. (2019). Effect of Educational Facilities and Infrastructure in Primary Schools on Students' Learning Outcomes. *Elementary School Forum (Mimbar Sekolah Dasar)*, 6(1), 43–54. <https://eric.ed.gov/?id=EJ1265618>.
- Sa, I., Savitri, A., Febiola, S., Widjaya, G., & Wicaksono, F. (2021). Peningkatan Keterampilan Mengajar Guru SD / MI melalui Pelatihan Media Pembelajaran Edugames Berbasis Teknologi : Quizizz dan Baamboozle. *Jurnal Publikasi Pendidikan (Publikan Journals UNM)*, 11, 198–204.
- Thornbury, S. (2002). *How to teach vocabulary*. England: Pearson Education Limit.
- Zhonggen, Y. (2018). Differences in serious game-aided and traditional English vocabulary acquisition. *Computers & Education*, 127, 214–232. <https://doi.org/10.1016/j.compedu.2018.07.014>.