
Using Bamboozle Games To Improve Students' Vocabulary In Understanding Narrative Text

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KEYWORDS:

Bamboozle Games,
Vocabulary, Narrative text

ABSTRACT

This research aims to know the significance different of using Bamboozle games of the students' vocabulary ability in comprehending narrative texts. This study used a quantitative approach. This research used an experimental design consisting of two groups, namely the experimental group and the control group. The population in this study was class XI students of SMP N 1 Penawangan for the 2023/2024 academic year. The samples from this research were class XI H, totaling 30 students for the experiment group, and class XI E, totaling 30 students for the control group. This technique in the research was a quasi-experiment. The writer found that Bamboozle media has improved students' vocabulary abilities. Based on the research findings, there is significant improvement between the pre-test and the post-test. Based on data analysis, the pre-test result in the experiment group was 67,67 while the post-test was 83,07. In the control group, the pre-test result was 66.4, while the post-test result was 76.67. Apart from that, based on the paired sample test table, the result shows a sig (2-tailed) of $0.000 < 0.05$. Therefore, it can be concluded that Bamboozle games can improve students' vocabulary in understanding narrative text.

1. INTRODUCTION

Teaching and learning are two activities that help students become more proficient academically. Nowadays, the growth of the globalization process and the improvement of individual abilities go together at one [1]. Technology-driven globalization is uncontrollable. Technology allows access to the lesson plan and resources at any time and from any location [2]. The quick development of technology has improved the quality of life in many ways. At least one of them works in the field of education. [3] technology infuses new life into the process of teaching and learning. [4] said that in addition, conventional teachers' methods of instruction may have an impact on the students' lack of interest in learning. Because of this, teachers are expected to use a combination of supporting technology and instruction. Teachers must be adept at classroom management since it is a means of inspiring and engaging student to participate in the learning process [5]. According to [6] said that appropriate learning strategies to help teachers manage with learning effectively and to help students study more independently and interactively. Fun game materials are a great way to incorporate technology into

online teaching. Indirectly educating students about technology, teachers can make the learning atmosphere more pleasurable by utilizing digital resources and entertaining activities.

The use of Bamboozle attracts students' attention and creates a fun atmosphere [7]. Bamboozle is an online web-based teaching platform that uses games for learning. It provides a large variety of games so that the students can complete pre-made assignments right away or the teacher can create his own assignments. As a result, the content library grows every day as educators add their own assignments to the site's resources. [8] Bamboozle is a good option for both classroom use and distance learning, as well as homework assignments. Students can play and learn practically anywhere because they may access it from their own devices. For this reason, Bamboozle can also be used to mastery vocabulary.

Vocabulary has been evident not only in foreign language teaching and learning but in broader contexts worldwide. Improving vocabulary is important because it is necessary for effective speaking, writing, and listening. It implies that in order to learn a vocabulary word, we must be aware of its meaning as well as comprehend how to employ it in a sentence [9]. The value of vocabulary is that most learners struggle to acquire the terms necessary for academic success, whatever the resources available to them from their families, whether they speak a foreign language at home, or for any other reason [1]. It is also believed that developing a vocabulary is the cornerstone of learning English, and it is necessary for learners to support their general proficiency in the language. Students that have a large enough vocabulary will be able to use it to comprehend texts [10].

Providing students with a wide variety of texts to help them identify and categorize text kinds and generic structures is the primary goal of the learning process [11]. A narrative text tells about past events and has a meaningful story. A narrative text is a piece of writing that follows a series of real or imagined events and is structured in a constructive manner [12]. Meanwhile according to [13] the great text will make students enjoy the learning process. In addition, based on writer's observation showed that students' vocabulary in understanding narrative text for third year students of SMPN 1 Penawangan was still low. The students' enthusiasm was still low as well. It happened for some reasons, such as follows: 1) The students have little vocabulary, they do not understand some difficult word in the text; 2) the students are not mastery the tenses that used, so they difficult to answer the question; 3) the students are difficult to distinguish between synonyms and antonyms; 4) most of the students are still having difficulty in understanding the text that they read and 5) the students also read word by word, so they wasting time for answer the questions.

Therefore, the writer conducted a research entitled "The Development of Students' Vocabulary in Understanding Narrative Text Using Bamboozle Games". This research aims to improve the students' vocabulary ability.

A discussion about using games based learning to improving students' vocabulary mastery using Quizizz has been studied by Pavita and Nirmala (2021) who explains that using Quizizz media can improve students' vocabulary and make the learning atmosphere more interesting. As is known, studying English is not easy for students. As said by [1] a teacher must motivate the class and make the process of teaching and learning enjoyable when teaching vocabulary.

A study on Ajisoko (2020) about Duolingo apps to improve English vocabulary has been discussed. In his analysis, learning a language will be more exciting and enjoyable with the Duolingo application. As said by [16] games can be an effective way to teach vocabulary because junior high school students prefer playing games than listening to teachers explain concepts.

An analysis about students' perception on using Bamboozle application in learning vocabulary for first grade student was carried out by Bambang (2022). In the discussions, he explains that using Bamboozle app can increase students' motivation and improving the quality of their vocabulary learning, with a significant percentage of respondents falling into the "good" category. As said by [17] using a game is one of the most entertaining ways to teach students. Typically, the objective of games is to make students more competitive, goal-oriented, and open to authentic self-expression. Games are also excellent at encouraging interaction since they have definable rules, are visually appealing, bright, and highly accurate.

Muliadi (2023) explains implementation of the bamboozle media game to increase students' learning motivation. In the discussion he explains that using Bamboozle learning media greatly influences students' learning motivation because with learning media the learning process in school is not monotonous. As said by [18] Bamboozle supports the concept that education supposed to be

enjoyable and aims to help teachers with reiterating important ideas while engaging every student in the process of learning.

Based on this study, there is significant difference between scores before and after being taught using Quizizz and Duolingo which are able to improve students' vocabulary using games. It can be said that applying game media is efficient in the learning process. Talking about those previous studies, some only concern on the implementation of Quizizz and Duolingo in improving students' vocabulary and some are about finding perception of the students in learning vocabulary using Bamboozle games. Meanwhile, this study also focuses on improving students' vocabulary using Bamboozle games. The studies that focusing on using Bamboozle to improve students' vocabulary are still lack. That is why the writer fills this gap by doing this research.

2. METHOD

Research Design

In this research, the writer used a quasi-experimental design. A quasi-experimental design is the pre-test, post-test non-equivalent group design. One of the most commonly used in quantitative research This study consists two groups that are experimental group as a group that is taught using treatment of bamboozle games as a media in teaching vocabulary, and control group as a group that is taught without using bamboozle games. Both of that group will be taken in different students and different classes. Then, the writer analyzed the data for those who are taught using bamboozle game and taught without bamboozle game.

b. Population and Sample

This study used the third year of SMPN 1 Penawangan in the academic 2023/2024 as the population. The sample is part of the population. The writer will focus on two ninth grade classes in this study. The sample is divided into two groups, namely the experimental group and the control group. The experimental group consisted of class IX H with a total of 30 students who learned using Bamboozle, while the control group consisted of IX E with a total of 30 students who learned without using Bamboozle.

c. Instrument

In this research, the writer used to test as an instrument to collect the data. There were two tests in this research; pre-test and post-test. The treatment variable is measured in categories whether the sample will receive or denied the activities to determine its effect on an outcome. After the pre-test was given, the treatment was started. The students did the treatment using Bamboozle games. After giving treatment, a post-test was given to the students. It was used to measure the students' enhancement in mastering vocabulary after the writer gave the treatment.

d. Collecting Data

The instruments that was used to get the data was test. The writer gave a pre-test in the experimental class and the control class at the beginning study. The goal is to know the capacity of their abilities before receiving the material with treatment. After that, the researcher gives a post-test to both the experimental class and control class. To measure the extent of understanding of the material in the experimental class the use of Bamboozle media and a control class that without use Bamboozle media in understanding narrative text.

e. Analyzing Data

The writer used scoring to correct students' ability to learn vocabulary. The method of data analysis was an important part of this study because the writer got the result of the data analysis. The writer used a t-test whether there was any significant difference by using Bamboozle games to answer the aims of this research whether there was a significant difference after the writer implemented Bamboozle games in learning vocabulary.

3. RESULT AND DISCUSSION

This research was carried out at SMP N 1 Penawangan for the 2023/2024 academic year. This research uses 2 classes as samples. In this study, the researchers gave a pre-test before treatment and gave a post-test after treatment.

Table 3.1
Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	30	58	80	67.67	6.216
Post-Test Experiment	30	74	94	83.07	5.675
Pre-Test Control	30	56	78	66.40	6.066
Post-Test Control	30	64	86	76.67	5.542
Valid N (listwise)	30				

After calculating the descriptive statistic for the experimental group and control group using SPSS 21. The mean of pre-test of experiment at 67.67 with standard deviation 6,216. For the post-test experimental group mean value of 83.07 with a standard deviation 5.675. Meanwhile, the pre-test of control group at 66.40 with a standard deviation value of 6.066. The mean value for post-test of control group at 76.67 with standard deviation 5.542.

Table 3.2
Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-test Experiment	.125	30	.200*	.946	30	.131
Post-test Experiment	.139	30	.145	.953	30	.198
Pre-test Control	.126	30	.200*	.962	30	.356
Post-test Control	.119	30	.200*	.957	30	.267

After calculating the normality test for the experimental group using SPSS 21, the pre-test significance value for the experimental group was obtained at (0.200). While the result of the post-test significance value for the experimental group was (0.145). The pre-test significance value for control group was (0.200) and the post-test significance value was (0.200).

The significance value of the normality test can be said to be normal if the significance value is greater than 0.05. Based on the table above, the experimental group pre-test has a value of (0.200) > (0.05). While the experimental group post-test value was (0.145) > (0.05). The control group pre-test has a value of (0.200) > (0.05) and post-test value was (0.200) > (0.05). Based on the results obtained, it can be concluded that the experimental groups and the control groups pre-test and post-test data are normally distributed.

Table 4.3
Paired t Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-15.400	4.789	.874	-17.188	-13.612	-17.612	29	.000

Pair 2	Pre-Test Control	-10.267	4.417	.806	-11.916	-8.617	-12.730	29	.000
	Post-Test Control								

After calculating the paired sample t-test using SPSS 21, the mean value for the experimental group was -15.400 with a standard deviation value of 4.789 and a significance value (2-tailed) of 0.000. Meanwhile, the control group obtained mean value of -10.267 with a standard deviation value of 4.417 and a significance value (2-tailed) of 0.000.

Based on the data above, if the significance value (2-tailed) is smaller than 0.05 then it can be said that there are differences in student learning outcomes. Based on the data obtained for Pair 1 (experimental group), a significance value (2-tailed) was obtained of $0.000 < 0.05$. So, it can be concluded that there is a difference in the average student learning outcomes in the experimental class pre-test and experimental class post-test regarding learning using Bamboozle. Based on the result of descriptive statistics, the average pre-test result for the experimental class was 67.67, meanwhile the average post-test result for the experimental class was 83.07.

Based on the data obtained for Pair 2 (control group), a significance value (2-tailed) was obtained of $0.000 < 0.05$. So, it can be concluded that there is a difference in the average student learning outcomes in the control class pre-test and control class post-test in conventional learning. Based on descriptive statistics, the average pre-test result for the control class was 66.40, meanwhile the average post-test result for the control class was 76.67. Based on the discussion of output Pair 1, it can be concluded that there is an influence of the learning model using Bamboozle on the result of understanding narrative text.

Table 3.4
Independent Sample t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.705	.404	4.419	58	.000	6.400	1.448	3.501	9.299
	Equal variances not assumed			4.419	57.968	.000	6.400	1.448	3.501	9.299

The independent sample t-test is used to determine whether there is a difference in the means of two unpaired samples. This test was carried out on experimental class post-test data and control class post-test data. Based on the output above, the sig. (2-tailed) of $0.000 < 0.05$. From these results, it can be concluded that there is a difference in average student learning outcomes between learning using Bamboozle games and without Bamboozle games. The results of these differences can be seen from the experimental class post-test score of 83.07 with the control class post-test score of 76.67

4. CONCLUSIONS

From the previous discussion chapter, the writer will show some conclusions of the result of the research with entitled "The Development of Students' Vocabulary in Understanding Narrative Text

Using Bamboozle Games for Third Year Students at SMPN 1 Penawangan in Academic Year 2023/2024.”

1. The writer found that the result of control class pre-test is 66,4 and post-test is 76,67. Students' ability in improving vocabulary increase 10,27. The increasing is not too significant.
2. The writer found that bamboozle media has improved students' ability on vocabulary. Based on the research finding, there is significant improvement between pre-test and post-test. The pre-test mean score of experimental class is 67,67 and the post-test mean score is 83,07. Students' ability in improving vocabulary increase 15,4. There is significant difference mean of two groups.

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