



**THE EFFECT OF USING BAAMBOOZLE GAMES TOWARD  
STUDENTS' VOCABULARY MASTERY AT SMP NEGERI 3 BREBES**

(An Experimental Research at SMP Negeri 3 Brebes in Academic Year  
2023/2024)

**RESEARCH PROJECT**

**Submitted as Partial Fulfilment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English education**

**By**

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This research project entitled “The Effect of Using Baamboozle Games toward Students’ Vocabulary Mastery at SMP Negeri 3 Brebes” Has been agreed by advisor to be examined before the board of examiners, Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

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## STATEMENT OF ORIGINALITY

I state that my research project entitled “The Effect of Using Bamboozle Games toward Students’ Vocabulary Mastery at SMP Negeri 3 Brebes” is definitely my own work.

In writing Research Project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others’ opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 6 August 2024

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## **MOTTO AND DEDICATION**

### **MOTTO :**

- “Dream in silence, walk on target, don’t let them bring you down.”
- “I feel like the possibility of all those possibilities being possible is just another possibility that could possibly happen.” -Mark Lee-

### **DEDICATION :**

- Allah SWT, who always gives me love and blessings.
- My beloved parent, who always supports and always gives effort to get everything I needs.
- For myself, who doesn't give up and always tries even when going through things alone.
- To all involved in creating this research project, thank you very much.

## **PREFACE**

With all praise and thanks to Allah SWT and for the support and prayers of loved ones, finally this research project entitled “The Effect of Using Baamboozle Games toward Students’ Vocabulary Mastery at SMP 3 Negeri Brebes” can be completed properly and on time.

The English Department of the Faculty of Teacher Training and Education at Pancasakti University Tegal has accepted this research project as a partial fulfillment of the requirements for the Sarjana Pendidikan (S1) degree. In addition, this study project is being carried out to serve as an instructional guide for anyone wishing to enhance their English teaching.

This research could not have been completed without the help and advice of the people involved in the preparation of this research project. Thus, the researcher would like to express gratitude to:

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May Allah bless them all. At last, the researcher acknowledges that this research project is far from ideal. Therefore, the researcher hopes that the advancement of language teaching will benefit from this research project.

## ABSTRACT

**AMANDA, AMALIA PUTRI. 2024.** *The Effect of Using Baamboozle Games toward Students' Vocabulary Mastery at SMP Negeri 3 Brebes (An Experimental Research at SMP Negeri 3 Brebes in the Academic Year 2023/2024).* Research Project. English Department. Faculty Training and Education. Universitas Pancasakti Tegal. The First Advisor is H. Sumartono, M.Pd and The Second Advisor is Fajar Prihatini, M.Pd.

**Key Words:** *Learning Media, Baamboozle Games, Vocabulary.*

The aims of this research are to find out whether there is any difference in student's vocabulary mastery between 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 used the quasi-experimental design, which used an experimental and a control group. The population in this research was the eight grade students of SMP Negeri 3 Brebes with a total of 314 students. Meanwhile the total sample in this research was 62 students by applying purposive sample technique. This research uses vocabulary test and questionnaire as the research instrument. Researchers used SPSS 25 software to process data. The result obtained the average posttest result of the experiment class of 82.25 outperformed the control class was 79.50. Based on the results of the t-test, the paired sample test show a significant value of 0.000 less than ( $<$ ) 0.05 which means that  $H_a$  is accepted and  $H_0$  is rejected. This can be concluded that there is a significant difference between the experimental class and the control class. In addition, through the questionnaires distributed, the majority of students considered that bamboozle games 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. The researcher hopes that in the future this media can be used by students and teachers optimally.



## ABSTRAK

**AMANDA, AMALIA PUTRI. 2024.** *Pengaruh Penerapan Permainan Baamboozle Terhadap Penguasaan Kosakata Siswa SMP Negeri 3 Brebes (Penelitian Eksperimen Terhadap Siswa Kelas VIII SMP Negeri 3 Brebes Tahun Pelajaran 2023/2024).* Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal. Pembimbing I H. Sumartono, M.Pd dan Pembimbing II Fajar Prihatini, M.Pd.

**Kata Kunci :** *Media Pembelajaran, Permainan Baamboozle, Kosakata.*

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan penguasaan kosakata antara siswa yang diajar dengan menggunakan permainan Baamboozle dan siswa yang tidak diajar dengan menggunakan permainan Baamboozle dan untuk mengetahui tanggapan siswa mengenai penggunaan aplikasi permainan Baamboozle sebagai media pembelajaran kosakata. Penelitian ini menggunakan desain kuasi eksperimen, yang menggunakan kelompok eksperimen dan kelompok kontrol. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 3 Brebes dengan jumlah 314 siswa. Sementara itu, jumlah sampel dalam penelitian ini adalah 62 siswa dengan menggunakan teknik purposive sample. Penelitian ini menggunakan tes kosakata dan kuesioner sebagai instrumen penelitian. Peneliti menggunakan perangkat lunak SPSS 25 untuk mengolah data. Hasil penelitian menunjukkan bahwa rata-rata hasil posttest kelas eksperimen sebesar 82,25 mengungguli kelas kontrol sebesar 79,50. Berdasarkan hasil uji-t, uji paired sample t-test menunjukkan nilai signifikan sebesar 0,000 lebih kecil dari ( $<$ ) 0,05 yang berarti  $H_a$  diterima dan  $H_0$  ditolak. Hal ini dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Selain itu, melalui kuesioner yang disebar, mayoritas siswa menganggap bahwa permainan bamboozle dapat meningkatkan penguasaan kosakata dan membuat pembelajaran menjadi lebih menyenangkan. Kesimpulannya, penggunaan permainan bamboozle sebagai media pembelajaran berpengaruh positif terhadap penguasaan kosakata siswa. Peneliti menyarankan agar siswa diberikan waktu tambahan untuk berlatih memahami kosakata di rumah atau di sekolah dengan menggunakan media seperti permainan bamboozle. Guru juga disarankan untuk menggunakan media yang tepat untuk mendukung pembelajaran kosakata bahasa Inggris siswa. Peneliti berharap kedepannya media ini dapat digunakan oleh siswa dan guru secara optimal.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

In Indonesia, English is a foreign language which studied from elementary school to university students English. While outside of school, English is rarely used, so Indonesians are very unfamiliar with English. Besides that, there are also some very underlying difficulties. English and Indonesian are different. In English, writing and pronunciation are quite different, while Indonesian's writing and pronunciation are similiar. That's why some Indonesian people find it difficult to pronounce. Students will have difficulties if they do not master the language.

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 cited in Alqahtani (2015), vocabulary acquisition plays an important role in complete spoken and written text. While, according to Nation as 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 means that vocabulary mastery is very influential in many aspects of english language skills.

Learning vocabulary has no rules, although there are vocabulary items that should be learned first. Unlike grammar which has rules. When someone travels around the world, they carry a dictionary book with them, not a grammar book. Thornbury (2002) said that very little can be communicated without grammar and that nothing can be communicated without vocabulary. That is the reason why vocabulary is so important in learning a language. The more vocabulary knowledge, the more fluent the person will be in that language. Rohmatillah (2014) claimed that two persons could not have a discussion if they did not have a solid vocabulary. Without comprehensive vocabulary and strategies for acquiring new vocabulary, learners often fail to realize their potential and may fail to take advantage of language learning opportunities. For example: listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching TV.

In learning vocabulary, not only students have difficulties but also teachers (Ardiyanti et al, 2021). Teachers must be creative and innovative in teaching so that students can receive lessons well. Usually the way to teach vocabulary is by using a bilingual dictionary. The dictionary will open if there is unfamiliar vocabulary. Then students will take note of the unfamiliar vocabulary and its meaning. However, students realized that as a foreign person remembering English words is not that easy. Furthermore students feel frustrated and bored because they forget the words as soon as they write. The practice of teaching vocabulary used in many schools also makes students lack initiative and creativity. Most students wait for the teacher to provide the

meaning of those words rather than looking for it themselves. Thus teachers must look for other effective ways of teaching vocabulary.

A good teacher will provide effective techniques or media for teaching so that students achieve their learning goals. In this era of digitalization, teachers must involve technology in their teaching and learning process. Now there are many applications or websites that provide learners with English. The applications or websites is even wrapped in a game form so that learners don't get bored easily. Applications or websites that are often used by English learners such as Duolingo, Busuu, Grammarly, HelloTalk, Memrize, Baamboozle, etc. That applications or websites can also be used during learning activities in the classroom. The use of such media is a new or alternative way for teachers to reawaken students' enthusiasm in learning.

In this study researcher used Baamboozle as a student learning media. "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.



According to Hamid et al. as cited in Wardani (2023) Learning media can help teachers and students engage more effectively and efficiently, which is generally beneficial for learning. In order to make learning engaging and joyful, teachers must plan engaging lessons that meet the requirements of their students. The argument above leads to the conclusion that educators must never stop learning and never grow weary of searching for teaching methods, role models, and instructional materials that work for the students they teach. Bamboozle is one of the interactive learning games. Students will no longer be observed napping off in class with the appropriate learning methods and media chosen. In fact, learning in the classroom will thrill and challenge kids more.

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. A less supportive environment is also one of the causes of difficulties in learning English vocabulary. Then the loss of student learning motivation is also one of the obstacles that must be faced. In this problem, teachers play an important role in overcoming this problem. Fun learning techniques are needed to increase student learning motivation. Therefore, the researcher uses Baamboozle game media in vocabulary learning which hopes to improve students' vocabulary mastery.

## **1.2 Identification of the Problem**

Based on the explanation of the background above, the researcher has identified problems at SMP Negeri 3 Brebes. The main problem is students' lack of knowledge of English vocabulary. The difficulties faced by students are caused by several factors such as:

1. Students are less supported by the environment when using English.
2. Students feel less interested in the vocabulary learning techniques provided by teacher.
3. Students receive less varied learning media in the teaching vocabulary.
4. Students quickly forget when memorizing vocabulary.

Therefore, researcher will try to improve students' vocabulary knowledge by using learning media. The media used is the Baamboozle games website. Through this Bamboozle games is expected to have a positive effect and improve students' vocabulary mastery.

## **1.3 Limitation of the Problems**

In teaching vocabulary, there are many ways to use media such as music, song, picture, etc. In this study researcher decides to use digital games, namely Baamboozle. Researcher use this digital game because this game is quite easy for students to use and easy to understand. There are some types of English vocabulary tests such as creating simple games. The issues identified above are so complex and comprehensive. Due to limited time, effort, and cost, the researcher must limit the problem. So, this research will focus on “The Effect

of Using Baamboozle Games toward Students' Vocabulary Mastery at SMP Negeri 3 Brebes”.

#### **1.4 Statement of the Problems**

Based on the explanation of the background above, the researcher state the problem as follow:

1. Is there any difference in student vocabulary mastery between the students who are taught by using the Baamboozle games and those who are not?
2. How are the students' responses about the utilization of Bamboozle games application as a media for learning vocabulary?

#### **1.5 Objectives of the Research**

From the previous discussion in the background of study, the author finds out that Baamboozle to improve vocabulary mastery is quite useful. Therefore, there are two main objectives of the study:

1. To find out whether there is any difference in student vocabulary mastery between the students who are taught by using the Baamboozle games and those who are not.
2. To find out how are the students' responses about the utilization of Bamboozle games application as a media for learning vocabulary.

## **1.6 Significance of the Research**

### **1.6.1 Theoretical Significant**

Theoretically, researcher provides reliable information for reference material for anyone conducting research in teaching English vocabulary. The research findings contributed to enrich the teaching theories of teaching vocabulary.

### **1.6.2 Practical Significances**

The results of this study are expected to provide useful information and advice to three people:

a. For teacher

It is expected that the results of this study will help English teachers to find alternative solutions or innovative teaching in vocabulary teaching.

b. For student

The finding of this study will provide an opportunity for students to use the Baamboozle games and also help improve their Vocabulary Mastery.

c. For readers

From this research, the readers can get more information about the Baamboozle games to learn English vocabulary. This research also can be used as a reference for recent research.

**CHAPTER 2**

**REVIEW OF RELATED THEORIES, THEORITICAL FRAMEWORK,  
AND HYPOTHESIS**

In this chapter present an overview of the appropriate literature. It is essential to explain some of the theories employed in this study in order to understand certain topics. There are several similar theories that can serve as a basis for future research.

**2.1 Review of Previous Studies**

In conducting this research, the researcher takes a review of previous studies from some journals to gain references. Several previous studies reviewed are relevant to this research. The previous studies are:

The first previous study was conducted by Muhajirin et al. (2022). The study entitled “The Effectiveness of Baamboozle Games in Improving Students’ Engagement in Learning English”. This study aims to find out the effectiveness of baamboozle to improve students’ engagement in learning English class VIII A SMPN 23 Makassar. This study was using classroom action research (CAR) that consists of two cycles and each cycle is held twice. The subject of this study was 37 students of VIII A SMPN 23 Makassar. The instruments used were observation sheet, and questionnaire by using descriptive qualitative. The data were collected by observation, which was carried out by observing directly and recording the learning process and questionnaire that was created by researchers for participants to get responses.

The data were analyzed using SPSS and descriptive analysis. The result showed that there is improvement in students' engagement in learning English by using baamboozle games.

The second study was conducted by Rahayu and Rukmana (2022). The study entitled "The Effect of Game-Based Learning Model Assisted by Baamboozle on The Multiplication Skills of Elementary Scholl Students". This study aims to establish the effect of the game-based learning model assisted by baamboozle on the multiplication skills of the second-grade students at Islamic Elementary School in Al Hidayah in the academic year of 2021/2022. This study was using experimental quantitative with one group design. The participants of this study were 21 students consisted of 10 male and 11 female second grade students at Al-Hidayah Islamic Elementary School. The instruments used pretest and posttest. The data was collected by tests and the sampling technique uses saturated samples. The data analyzed by using the Wilcoxon test data analysis method. The result showed that there is significant effect on the multiplication operation skills of the second-grade students at SD Islam Al-Hidayah in the academic year 2021/2022 by using baamboozle application.

The third study was conducted by Nabila (2023). The study entitled "The Use of baamboozle Games to improve Students' Vocabulary of State Junior High School, 2 Pantl in Academic Year 2023/2024". This study aims to improve students' vocabulary by using baamboozle game at SMPN 2 Pantl in the 2023/2024 academic year. This study was using Classroom Action

Research (CAR). The subjects of this study were 31 students of VII C grade in state junior high school 2 Panti. The data was collected by test, observation, and interview. The data analyzed by formula to get students' mean scores. The result of this study shows that the use of baamboozle games increased students' vocabulary.

The fourth study conducted by Bambang (2022). The study was entitled "First Grade Students' Perception on Using Baamboozle Application in Learning Vocabulary at MTS Negeri 3 Mataram Academic Year 2021/2022". This study aims to state students' perceptions of using this application and find challenges when using this application. This study was using a sequential explanatory research design. The subjects of this study were first grade students of MTs Negeri 3 Mataram. The data collection methods use questionnaires, interviews, and documentation. To analyze data the researcher must follow some steps such as: data collection, data condensation, data display, and conclusion drawing or verification. The result of this study showed that using this application can improve students' vocabulary learning quality and can increase students' interest, and motivation in learning vocabulary.

The previous studies have some differences and similarities with current study to prove the authenticity of this study. The similarities and differences in this research lied on the methods, instruments, results and objectives. The similarity found in the previous studies is that all previous studies used baamboozle game media to improve student abilities and all findings had

positive responses from both students and teachers. Baamboozle game is an effective media to improve students' ability and interest in learning.

For the differences, the researcher discovers differences in each study. In the study conducted by Muhajirin et al. (2022) and Nabila (2023) using Classroom Action Research (CAR) as a research method. In the study conducted by Bambang (2022) using sequential explanatory research design. The next differences in the study conducted by Rahayu and Rukmana (2022) focuses on the multiplication skills in elementary school students. The study conducted by Muhajirin et al. (2022) focuses on improving students' engagement in learning English in junior high school students. Then, the study conducted by Bambang (2022) focuses on students' perception on using baamboozle in learning vocabulary.

This research is to determine the effect of baamboozle game as a learning medium to improve students' vocabulary mastery. To establish this study different from the previous study, the researcher uses quantitative method and quasi-experimental as research design that conducted in eighth grade at SMP Negeri 3 Brebes. This study also used two instruments, namely vocabulary tests and questionnaires.



## **2.2 Review of Related Theories**

### **2.2.1 Concept of Vocabulary**

#### **A. The definition of vocabulary**

Literally it can be explained that vocabulary is the various words and phrases in a language that are sometimes alphabetically organized and explained or defined. From this definition it can be understood that vocabulary is a collection or list of words and phrases arranged alphabetically and explain their meaning.

According to Hatch and Brown (1995) vocabulary refers to a list or collection of words for a particular language or a list or collection of words that might be used by every speaker of the language. From this statement vocabulary can be defined as all the words known or used by everyone and that is all the words in a particular language. 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 an important aspect in language because it appears in every language skill such as listening skill, speaking skill, reading skill, and writing skill. From this statement can be defined that vocabulary is the main factor in language because it is needed in speaking, reading, listening, and

writing. This means that the lower a person's vocabulary knowledge, the lower the person's ability to speak the language.

Based on the definition above, it can be concluded that vocabulary is all the words in something that is heard, spoken, read, and written known to an individual. Everyone must have a vocabulary for communication needs with others. Vocabulary knowledge is not only for speaking fluently but also for the needs of several aspects of language learning such as grammar, pronunciation, diction, etc. Vocabulary is a requirement for mastering a language.

### **B. The Importance of Vocabulary**

When learning a language, learners must have an awareness of the importance of vocabulary. When someone goes on holiday abroad, that person must be able to speak in English because English is an international language. When a person has a limited vocabulary, that person cannot convey their expression when talking to other people. The same thing happens when taking an English exam, if you have limited vocabulary it is very difficult to understand the questions. Someone who understands grammar and has a limited vocabulary will be useless. But if we have sufficient knowledge of vocabulary and still have a poor understanding of grammar, then what will be conveyed will still be conveyed even though what we convey has untidy grammar. Vocabulary is basic that must be learned first. It helped learners to master the language.

Hiebert and Kamil as cited in Nabila (2023) stated that vocabulary has a special place among language components. A development skill or one that appears to be fully mastered is not vocabulary. Meanwhile, Daller et al. as cited in Nabila (2023) vocabulary is an inseparable part from every aspect of language knowledge. It can be concluded that vocabulary plays a vital role in life as it promotes the four basic skills of listening, speaking, reading and writing. Additionally, if students lack vocabulary, they will have difficulty understanding what they hear, speak, read, and write.

### **C. Vocabulary for Junior High School**

The Merdeka curriculum was being introduced at this time as a new curriculum. The Merdeka Curriculum, which gives schools the opportunity to create their own curricula, particularly in the area of English language instruction, has revolutionized education in Indonesia. Teachers can create more original and inventive teaching strategies with this curriculum. By taking into account the particular needs of each student during the teaching-learning process, teachers can modify their approach to fit the learning styles of their students.

For junior high school students, mastering vocabulary is crucial because it is a core component of language learning. For this reason, when students use the four language skills of speaking, listening, reading, and writing, vocabulary mastery has a significant impact on their learning. Acquiring proficiency in those abilities is challenging in the absence of vocabulary

mastery and comprehension. The subjects studied in eighth grade high school students are as follows: expression, giving opinion, and recount text. To master the material, of course, requires good vocabulary mastery so that learning activities feel easier. Thus, students in junior high school need to be proficient in vocabulary in order to be proficient in the four language skills. Students must be taught using effective teaching strategies if they want to maintain a large vocabulary. Students between the ages of 11 and 15 have difficulty maintaining focus when learning vocabulary because they become bored rapidly.

The paradigm of learning English has drastically shifted with the development of the digital age. Digital media and technology use have created new possibilities for improving language proficiency in all four domains: speaking, reading, writing, and listening. Students now have better access to deeper English comprehension thanks to the use of digital tools including social media platforms, language applications, and online learning websites. In this instance, improving students' intensive connection with learning materials requires the use of technology. Therefore, using the Bamboozle game application as a medium for student learning, these highly skilled technology the researcher want to boost students' English vocabulary.

## **D. Kinds of Vocabulary**

A language's vocabulary is the set of terms and expressions that all of its speakers can understand. This combination of words is used by the speaker to effectively communicate. Developing one's vocabulary is essential to reading comprehension. There is nothing one can communicate without language. There are two primary categories of vocabulary in English: active and passive. Words that are comprehended and used frequently in speech, reading, and writing contribute to an active vocabulary. Words in passive vocabulary are those that people may be familiar with but don't use on a regular basis.

Distinct vocabularies have distinct purposes, and they are categorized according to spoken and written language. One's development stimulates the growth of others. Types of vocabulary are distinguished by written and spoken vocabulary. Before children can write and read, they will acquire vocabulary through listening and speaking. Here are four kind of vocabulary:

### **1. Speaking Vocabulary**

Speaking vocabulary is words used when speaking. Usually this word is used for giving instruction and conversation. The words used are limited to about 5000 to 10.0000 words. This speaking vocabulary is categorized as less than listening vocabulary. Expressing something through speaking is more difficult than expressing it through writing, but if someone is used to

speaking, it will be easy to master a lot of vocabulary because the vocabulary will be repeated continuously and may even increase.

## **2. Listening Vocabulary**

The words in the human auditory vocabulary are those that can be understood by hearing. Through sound perception, even a sixteen-week-old fetus can identify some words in the womb. Most adults are able to recall about 50,000 words by adulthood. Children who are deaf are able to communicate visually using sign language, but they have a far lesser vocabulary than children who can hear words. This listening vocabulary is not easy to understand because the pronunciation of each person's vocabulary is often different. Usually each country has a different accent when saying something in English.

## **3. Reading Vocabulary**

Reading is one way to build vocabulary. The vocabulary in the books or paper we read often is called reading vocabulary. Although reading vocabulary is not used when speaking, it can still be understood. The language used in books and that used when speaking are very different. In books the vocabulary will be more formal and standardized, while the speaking vocabulary is informal. People who often read will master more reading vocabulary than people who do not like to read.

## **4. Writing Vocabulary**

Writing vocabulary are the words we use to express oneself in written form. Our ability to spell words frequently influences our written

vocabulary. We find it simple to communicate verbally, through tone of voices, or through facial expressions, but writing vocabulary requires vocabulary proficiency. When writing we not only think about the vocabulary to be used, but also the grammar that must be correct so that the meaning to be conveyed is well conveyed.

## **E. Word Classes**

Word classes are classes of words that exist in a language. The division of word classes is distinguished based on several categories such as word form, function and meaning in the grammar system that applies in the language. Understanding word classes is crucial since it's vital to construct proper sentences that follow the relevant rules (Nurjaya, 2019). In a word class there are several categories, some words may have several categories because they can have different meanings in a sentence structure. Here are some categories of word classes:

### **1. Noun**

A noun is a term used to identify anything, which could be a person, thing, idea, or occasion. This kind of term is most frequently found in sentences and is reasonably simple to recognize. In most sentences, the subject and object are nouns.

For example: book, table, cat, andy, sadness, etc.

For example sentences: The book is yellow and green, andy buys food for his cat at home, etc.

## **2. Pronoun**

As they are termed, pronouns serve as noun or noun substitutes. The role and function of a pronoun is identical to that of a noun or noun phrase. The goal of using pronouns in sentences is to prevent the usage of the same term twice.

For example: I, you, they, we, se, he, it, him, her, this, that, etc.

For example sentences: I don't like crowds, marcel is allergic to cat hair but he has 2 cats, etc.

## **3. Adjective**

Adjectives serve to describe or give additional information about the word that follows. Adjectives usually describe states or nouns.

For example: beautiful, young, old, big, small, fast, thick, etc.

For example sentences: the red dress is very pretty, the old lady who sits next to the man with black suit is my grandmother, etc.

## **4. Verb**

Verbs belong to word classes that explain actions or events. Verbs are usually used to describe actions taken by someone or something.

For example: sleep, walk, workout, eat, run, play, go, drink, make, write, sing, etc.

For example sentences: I want to sleep fast tonight, I ran in the field while listening to the song nobody gets me like you by sza, etc.



## **5. Adverb**

The next group of word classes that function to describe a verb are adverbs. Adverbs have the ability to alter other adverbs, verbs, and adjectives. When, how, and where something occurs can all be described or explained to other words using an adverb. The suffix -ly is present in the majority of nouns in the adverb class.

For example: very, in the school, today, tomorrow, quickly, beautifully, fluently, happily, etc.

For example sentence: recently all activities went smoothly, Mark speaks English very fluently, etc

## **6. Preposition**

Prepositions give information or indicate a relationship, place or time. A preposition has a role as a part of the sentence that explains the relationship between nouns, pronouns and other words involved in a sentence.

For example: among, at, in, on, between, above, from, etc.

For example sentence: he will be home from the office at five o'clock, children playing bicycle on the soccer field, etc.

## **7. Conjunction**

A conjunction is a word that connects two words, ideas, phrases, and clauses in a sentence. The function of a conjunction is to show or inform the relationship between two related parts of a sentence.

For example: but, and, or, yet, for, so, although, because, if, while, etc.

For example sentences: my cat and dog are friendly with people, but they hate each other. Richard is very fond of cats, although he has an allergy to cat dander.

## **8. Interjection**

An interjection is a word or phrase that acts to show the feelings or emotions of the person using it. This part of word classes is generally marked by an exclamation mark.

For example: wow!, hi!, oh!, etc.

For example sentences: hi! How are you bro?, wow! You have a very nice motorcycle, oh! I see, etc.

### **2.2.2 Concept of Learning Media**

#### **A. Definition of Learning Media**

According to Reiser and Dempsey as cited in Yaumi (2017) educational media as tangible tools for presenting knowledge to students. It can be concluded that Learning media includes any tangible tools used to deliver knowledge, such as computers, visual, audio, and textbooks. All tangible tools and resources used by instructors, lecturers, teachers, tutors, or other educators to carry out instruction and support the accomplishment of learning objectives are referred to as learning media. Traditional teaching tools include chalkboards, handouts, diagrams, slides, overhead projectors, real objects, and videos or movies (Yaumi, 2017). All software and/or hardware that serves as a conduit for learning messages from the

sender to the recipient in order to pique students' interests, feelings, and thoughts in order to maximize the effectiveness and efficiency of the learning process is referred to as learning media.

## **B. Types of Learning Media**

According to Ibrahim et al. (2022) there are various divisions of learning media types put forward by experts, but basically the division of these types of media has similarities. Along with the times, learning media is also developing and getting more sophisticated. There are three kinds of media that are commonly used in learning activities.

The first one is visual media. Visual media are those that are just visible. Examples include images, posters, maps, and other objects that are best viewed with motionless and soundless. The second one is audio media. Audio media refers to any form of media that can only be heard. Examples include voice memos, music, radio, etc. The last one is audio-visual media. Media that can be viewed and heard via the senses is known as audio-visual media. Examples of this type of media include slide shows, short films, videos, and more.

In a classroom setting, these media can be utilized as an additional teaching and learning aid. A teacher can impart knowledge more effectively, efficiently, and interestingly with the aid of these media. With the existence of learning media in learning activities, it is expected to increase students' enthusiasm for learning.

### **C. Advantages of Learning Media**

Teachers often use learning media during learning activities. From the past until now teaching and learning activities always use learning media. The thing that distinguishes it is that nowadays learning media is more sophisticated and uses the internet to access. By using learning media, the material is conveyed well. Therefore, learning media has many advantages.

Using learning media can increase student learning motivation and can help students understand the material and achieve learning objectives. In addition, there will be a wider variety of teaching techniques, so teachers are not just speaking out. This learning media also usually presents information or teaching materials interestingly. The most important thing is that students are not easily bored with learning activities, because student boredom is the biggest challenge for teachers in teaching.

From the benefits described above, it can be concluded that learning media is very important and affects student achievement in learning. Although learning media is not the main factor in achieving student learning goals, at least learning media is a support for achieving learning goals. Therefore, teachers need to think about student learning media that suits their needs.

### **2.2.3 Concept of Baamboozle Games**

#### **A. Definition of Baamboozle Games**

Baamboozle is a fun games. We can use the entertaining game Baamboozle to check in, review lessons, and ring the bell with our students. Play from a single device in an online lesson, on a smart board, or on a projector. There is no requirement for student accounts. It is easy to assemble. Krisbiantoro (2020) stated that Baamboozle website is intended to make teaching easier for teachers. Teaching using this website is one way to overcome student boredom in learning. This website is designed with various features. Users can use it for free and only need an email to register, but for more or premium features users must pay an additional fee.

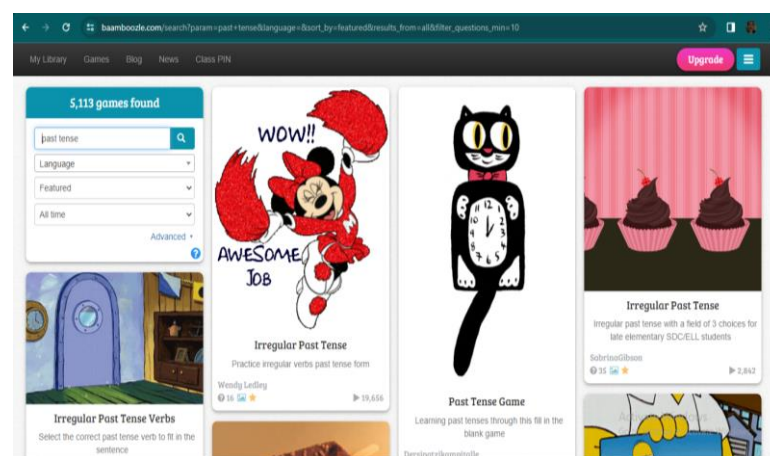
In using Baamboozle for learning activities, teachers can choose whether to create their own games according to the material or use games that have been created by other teachers. There are four features that teachers can choose. First feature is the play feature, where this feature serves to play the game. Second feature is the study feature, where this feature can measure the extent to which students can answer questions. Third feature is the slideshow feature, this feature can be used if the users have a premium account. The last feature is the edit feature, this feature serves to change questions, answers, and scores for the game that has been selected or created.

## **B. Features of Baamboozle Game**

Baamboozle games already has adequate features for learning activities. But there are some features that can only be used by premium users. We can access the basic functionalities of Baamboozle Basic for free. We can play games established by others, utilize two to four teams, and design and update games with up to 24 questions. More features and possibilities in Baamboozle+ increase the enjoyment of making and playing games. Here are the features in the baamboozle games:

- a. Image size, users are able to upload gifs and photos with a high resolution and size on Baamboozle.
- b. Number of questions, users can create up to 48 questions. questions.
- c. Number of teams, means more possibilities for team formation. To begin the game, users can create five to eight teams.
- d. Copy and edit, users can copy and change games that have been made available without altering the original game.
- e. Access slideshow, the newest addition to the learning tool repertoire, which are slideshows with explanations.
- f. New power-ups, when students play a game, this feature offers them a variety of game alternatives.
- g. Folders, games can be divided into groups, lessons, or topics. This tool expedites the process of organizing our personal games and saves time.

- h. Private games, this function is helpful for limiting the display of developed games; in other words, it gives our students exclusive access to unique games that are created just for them.
- i. Priority customer support, Premium users can get more priority when experiencing account issues.



Picture 2.1 Baamboozle games display

### C. Advantages of Baamboozle Games

According to Andriyani et al. (2021) in her research, bamboozle has many advantages such as; Baamboozle website has an attractive and informative appearance, allows teachers to create their own games, makes it easy for users to create an account, can be used for ice-breaking activities to improving the atmosphere and students condition before starting learning activities, when accessing the Baamboozle website teachers do not need much preparation, not only used by education personnel but can also be used by the general public, and the last is one of medium learning that can foster a sense of teamwork.

The benefits above are proof that baamboozle games is an appropriate and efficient medium for learning activities. Therefore, the use of bamboozle games should be optimized as much as possible. The use of baamboozle games can also be used as a lesson in recognizing today's technology to students.

#### **D. Teaching Vocabulary through Baamboozle Games**

As mentioned before, the Baamboozle games is a game that makes learning easier and fun. Teachers can use this website to learn the material being taught or can also play one that has been made by another teacher. Students don't need to have access to their own devices, unlike with some other platforms, which simplifies and relieves tension during the entire procedure. iPads, Chromebooks, and other pricey devices are not necessary for them. Required when playing baamboozle games is only one device that the teacher provides. Through this game the teacher will make the material that is being taught, especially will be highlighted in improving students' vocabulary.

In this research, the material to be taught is according to the independent curriculum, namely recount text. So what will be conveyed is related to recount text such as definitions, structures, language features, etc. In this recount text is identical to the simple past tense, since this research is about is student vocabulary mastery. Then what highlighted here is vocabulary knowledge about the past.



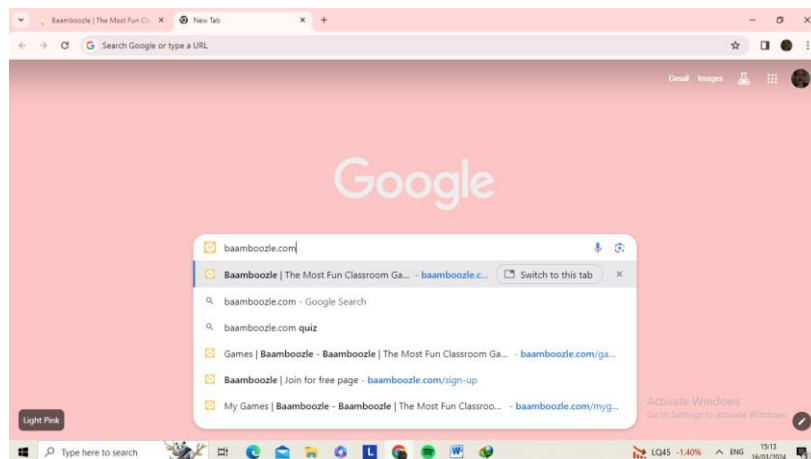
The researcher create a kind of question or quiz through baamboozle games for learning activities. The baamboozle games will show the score that students get according to how correctly they answer the question. Through this baamboozle games media, students measured in their ability to master the vocabulary taught.

### E. How to Use Baamboozle Games

Baamboozle's appearance makes it very easy for teachers or students to use. There are a few things that baamboozle games users need to be aware of if they want to use it. For individual use, users do not need an account to start playing. Whereas for the use of teaching activities in the classroom, teachers must create an account and need a device to start the game. So if the use of this game in the classroom will only use the device that the teacher provides, students do not need to bring their own devices.

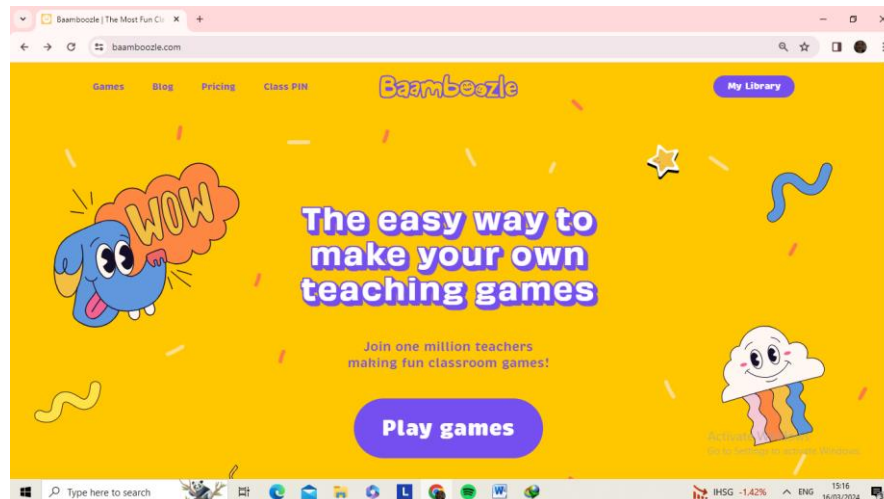
Here is how to use the baamboozle games for teaching activities in the classroom:

a. Search the website in google chrome or browser and type



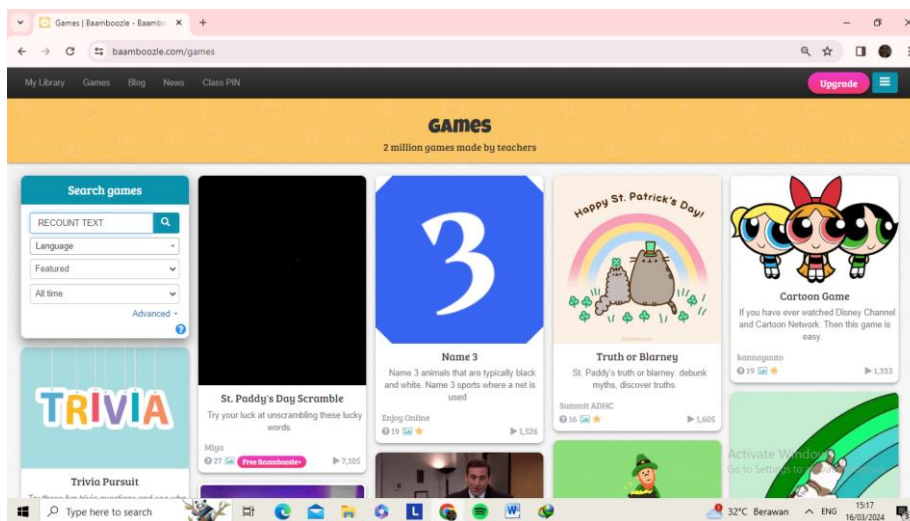
Picture 2.2 Google search menu

- b. If already have an account, the teacher can sign in directly. If do not have an account, then the teacher must sign up for an account using email.



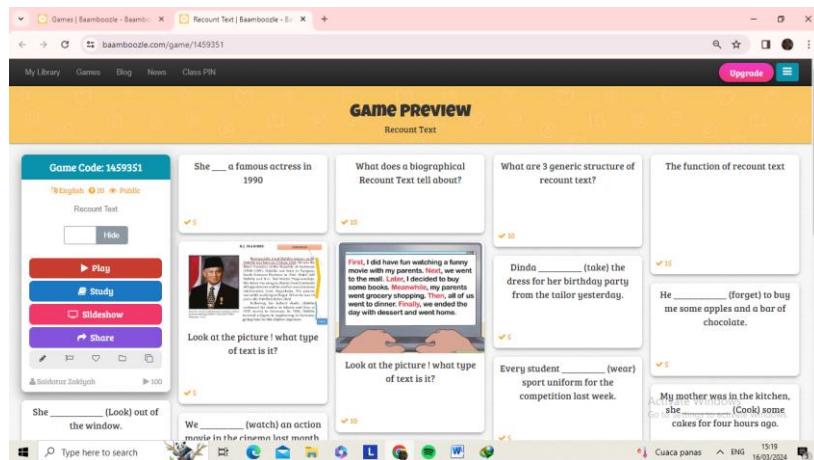
Picture 2.3 Baamboozle games main page

- c. Click “games” on the top left and find or make games that are suitable for the material being taught.



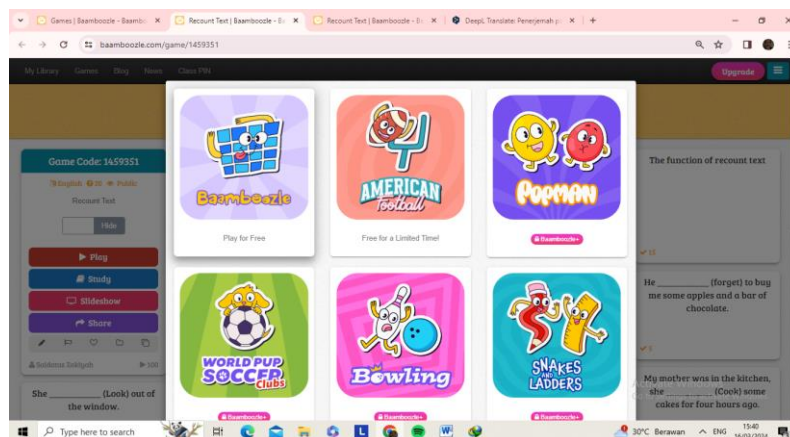
Picture 2.4 Baamboozle games page

d. After creating or selecting games, click “play/study”.

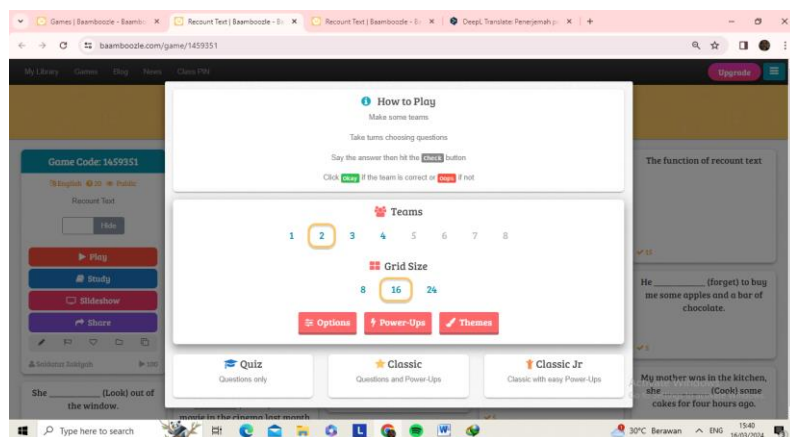


Picture 2.5 Baamboozle questions page

e. Click play for free, then choose how many teams and grid will be used.

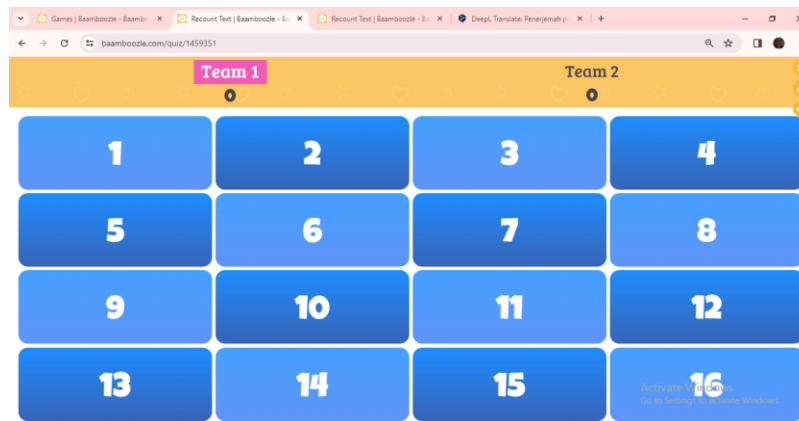


Picture 2.6 Choosing play for free

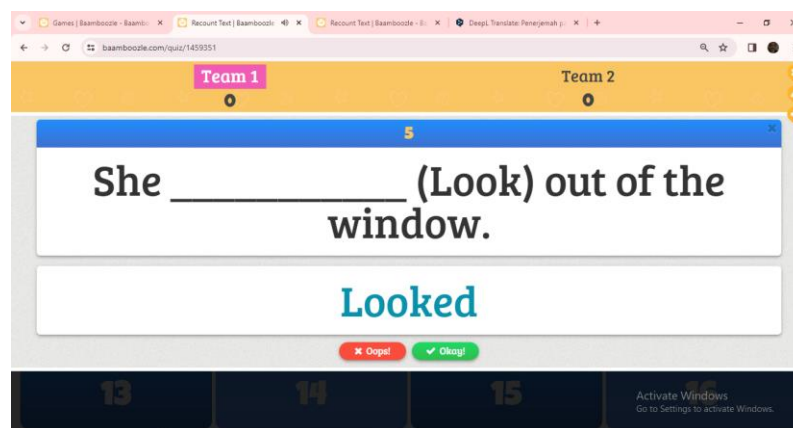


Picture 2.7 Choosing teams & grid

- f. The game is ready to play and selects the question number to answer. Click “check” to check the answer, if the answer is wrong click “oops” and if it is correct click “okay”



Picture 2. 8 Baamboozle question grid

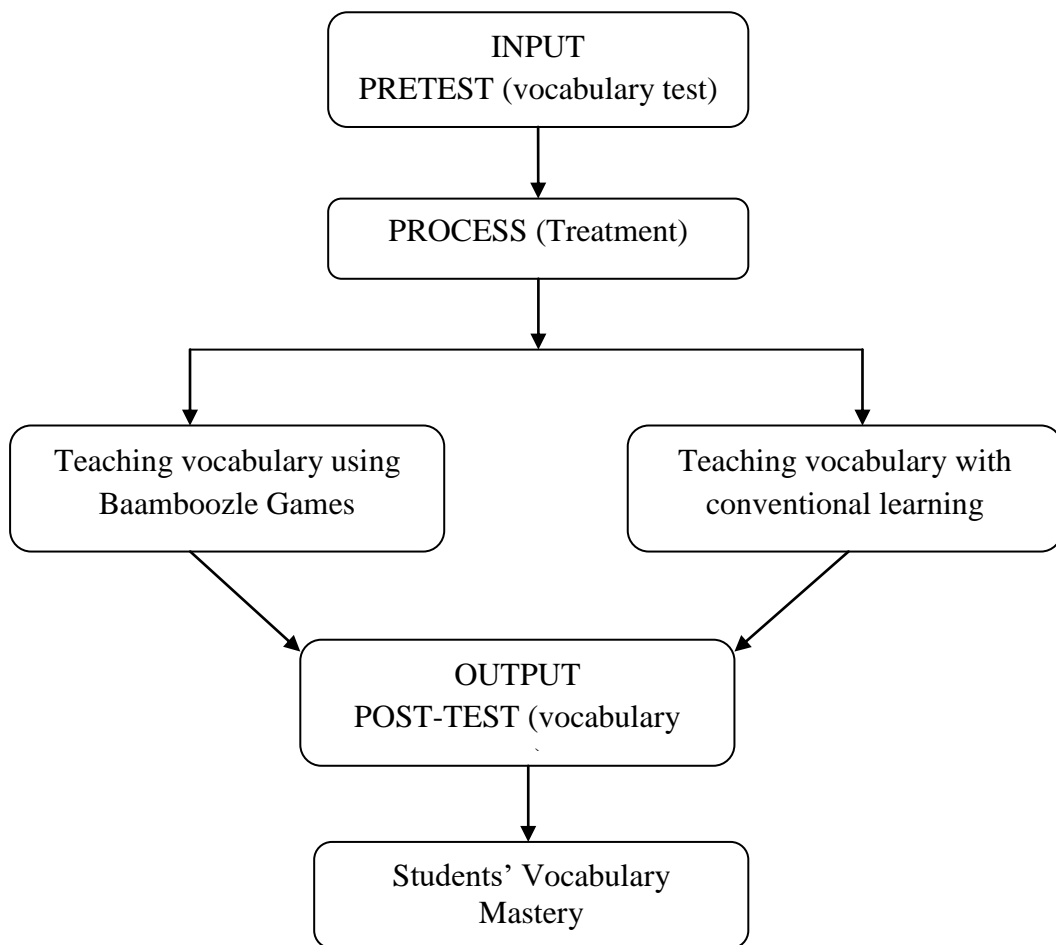


Picture 2.9 Baamboozle question and Answer

### 2.3 Theoretical Framework

In the theoretical framework retrieved in the chart, it is explained about the effect of the Baamboozle games on students' vocabulary mastery. On research input in the form of a pretest where this test is to measure the ability of students before being taught using Baamboozle media. In the research process students were given treatment. There are two classes get treatment,

namely the control class and the experimental class. The control class taught in a conventional way, while the experimental class taught using bamboozle games as learning media. Then for the research output in the form of a post-test where students tested after the treatment is given. The results of the pretest and post-test compared which one is higher.



## 2.4 Hypothesis

Hypothesis is a researcher's prediction that comes from the context of a problem statement. Qualitative and quantitative have different hypotheses. This research used a quantitative method which takes the form of Null Hypothesis (H0) and Alternative Hypothesis (H1) (Latief, 2009).

a. Null Hypothesis (H0)

There is no effect of using Baamboozle games on students' vocabulary mastery at SMP Negeri 3 Brebes.

b. Alternative hypothesis (H1)

There is an effect of using Baamboozle games on students' vocabulary mastery at SMP Negeri 3 Brebes.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter provides research approach, research type, research design, population, sample, technique of sampling, research variable, instrument, data collecting technique, and technique of analyzing data.

#### **3.1 Approach, Type, and Design of the Research**

##### **3.1.1 Research Approach**

According to (Creswell, 2019) research approach is a research plan and procedure that includes external assumptions to detailed methods of data collection, analysis and interpretation. This research falls under the category of field research, which indicates that it is conducted without the intervention of the researcher in a natural situation. The purpose of this intervention is to allow the phenomenon planned by the researcher to materialize and be easily observed.

In the research approach there are two types, those are qualitative approach and quantitative approach. Researcher has selected quantitative research as the approach for research. Rana et al. (2021) stated quantitative methods are to collect and analyze numerical data that answers scientific research questions. Researcher needs to select the right techniques to collect, analyze, and interpret data according to the research problem being studied. This quantitative research help researcher to find out the implementation of the

Bamboozle game to improve students' vocabulary mastery at SMP Negeri 3 Brebes in the 2023/2024 academic year.

### **3.1.2 Research Type**

In this research, researcher used experimental research to collect the data because it tries to determine the effect of using Bamboozle as a learning medium on students' vocabulary mastery. According to Sugiyono (2013) Experimental methodology is a research methodology used to determine the effect of certain treatments on other treatments under controlled conditions. It can be concluded that the experimental method is a research method in which manipulation of the research object is carried out and control is carried out with the aim of investigating whether or not there is cause and effect and the relationship between cause and effect by giving certain treatment to the experimental group and providing a control group for comparison. Therefore, this research conducted on tenth grade students of SMP Negeri 3 Brebes in the second semester of the 2023/2024 academic year and focused on how the effect of using bamboozle games toward students' vocabulary mastery.

### **3.1.3 Research Design**

There are several designs in experiment research such as pre-experimental design, true experimental design, quasi experimental design, and factorial design. In this research, researcher used quasi experimental design. According to Sugiyono (2013) quasi experimental research method is a method



that has a control group, but cannot function fully to control external variables that affect the implementation of the experiment.

Researcher used two classes, namely the experimental class and the control class. The experiment class was taught by using baamboozle as a medium to learning vocabulary and the control class was taught by using conventional learning. In the post test, the average scores of the two classes compared to see if there is a significant difference in improvement between the two classes.

Table 3.1 Design of the Research

<b>GROUP</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
Control	X1	O1	X2
Experiment	X1	O2	X2

## **3.2 Population, Sample and Technique of Sampling**

### **3.2.1 Population**

Population is a group of things or people with specific quality and characteristic chosen by researchers for analysis and subsequent conclusion-drawing (Sugiyono, 2013). Based on that statement, it can be concluded that population is the whole object that is the target of the researcher. Thus, the population in this research is all the 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.

### **3.2.2 Sample**

According to Sugiyono (2013) a subset of the population's characteristics is referred to as a sample. According to that statement, the population is a subset of the population that embodies the traits or essence of the population. Due to time and resource constraints, it is not feasible to undertake research on the complete population in a study with a high sample size. Consequently, a representative sample of the population is required. In this research the researcher took a sample of 2 classes, namely VIII H and VIII J. Where class VIII H as the experimental class and class VIII J as the control class. Each class has 31 students, so the total number of samples is 62 students.

### **3.2.3 Technique of Sampling**

Technique of sampling is a technique used to determine the sample. Convenience samples, purposive samples, judgement samples, and random samples are among the four categories of samples. In this research, researcher used a purposive sampling technique. Purposive sampling is a sampling method that requires some thought (Sugiyono, 2013). The idea behind this purposive selection strategy is to take into account the similar average ability of the two sample groups. The sample in this research were 62 students who were divided into two classes, namely VIII H class of 31 students and VIII J class of 31 students.

### **3.3 Research Variable**

Research variable is something that is the focus of attention that has influence and has value (Riadi, 2020). Variable is a quantity that can be changed or modified so that it can influence events or research results. In this research, the variables studied were divided into two groups, namely:

a. Independent variable (X)

Independent variable is a variable that influences or causes changes to the dependent variable. This variable is also known as stimulus variables. The independent variable in this research is the use of Baamboozle as a learning medium.

b. Dependent variable (Y)

The dependent variable is a variable that is influenced or the result of the independent variable. This variable is also known as the output variable. The dependent variable in this research is the students' vocabulary mastery.

### **3.4 Data Collecting Technique**

Data collection techniques are techniques or methods used to collect data to be studied (Salmaa, 2023). Data collection technique is essential in research because it refers to how the data is obtained. In this research, researcher used tests to collect the data. There were two classes were tested, namely the experimental class and the control class.

Firstly, the researcher made observations in the class to be studied. This observation was observed about the material, teaching style, and students'

response while learning English. Before this research is conducted, observation data must have been collected. At the beginning of the learning activities the students are given pre-test. The form of this pre-test is multiple choice questions on vocabulary material. This pre-test was given to both classes, namely control class and experiment class.

Secondly, after the pre-test is conducted, the researcher provides treatment to students. This treatment was given to both classes, the experimental class and the control class. However, they received different treatments. The experimental class was taught using baamboozle games media, while the control class was taught in a conventional way. This treatment has the same material which is about recount text.

Third, both classes are given post-test after treatment has been conducted. This objective of this test is to assess students' development and determine how utilizing Bamboozle affects their vocabulary mastery. In this post-test, it is expected that the experimental class has a higher score than the control class because it proves the effectiveness of baamboozle games as a learning media for students' vocabulary mastery.

The last one is filling out the questionnaire. Students were given a questionnaire by the researcher with several questions about learning by using baamboozle game media. This questionnaire aims to get feedback from students and find out what students responses about learning vocabulary using bamboozle games media.

### 3.5 Research Instrument

According to Arikunto (2006) research instruments are equipment or facilities that researchers use to gather data in order to facilitate their work and produce better results and the outcomes are more thorough, methodical, and easy to interpret. In essence, research involves measuring a specific object. Consequently, a reliable measuring tool is essential for study. An instrument used to quantify observed social and natural phenomena is called a research instrument (Sugiyono, 2013).

In this research, the researcher used vocabulary test to measure students' vocabulary mastery and questionnaire to know students responses about the using of bamboozle games for learning vocabulary. The material in this test is about recount text in the form of multiple choices of 25 items. In the implementation of this test the researcher provided time allocation for 45 minutes. Within the time allocation given, students are expected to be able to do all the questions well. For the questionnaire, the researcher provided 5 questions with 3 answer options, namely agree, disagree, and neutral.

#### 1. Vocabulary test

This vocabulary test students was given two tests at the beginning of the meeting (pre-test) and the end of the meeting (post-test). This test was applied to both classes, the experimental class and the control class. Although the two classes received different treatments, both received the same test questions.

Pre-test is an assessment given to the students to evaluate their starting point before they engage in learning experiences. This pre-test is being given to students in order to determine their baseline knowledge of the content that covered.

Post-test is an assessment conducted subsequent to the conclusion of teaching and learning sessions, aiming to evaluate the level of proficiency students have attained in the material covered during instruction.

## 2. Questionnaire

A questionnaire is a type of research tool that asks a set of questions with the aim of gathering data from participants (Sugiyono, 2013). This questionnaire is being distributed with the intention of gathering student feedback about the using of bamboozle game application as media to learning vocabulary. The researcher employed a 3-Point Likert Scale in this questionnaire. A useful instrument for measuring the strength of opinions, views, and perceptions in a survey or research setting is the 3-Point Likert Scale. When a question is presented to respondents, they will have three options: agree, disagree, and neutral. This scale can assist in determining the respondents' specific sentiments. This questionnaire contains 5 questions and was given after the research was completed by the researcher.

Reliability and validity are the two factors that must be taken into account while evaluating the standard of a research instrument. The process for evaluating each instrument's validity and reliability is explained below.

### 1. Validity

The purpose of the validity test is to determine the validity of the instrument being utilized. When a test produces exact and accurate measurement results in line with the test's purpose, as the instrument employed in this study does, it is considered to have high validity. The instrument's validity was evaluated by an expert or, in the specific instance of SMP Negeri 3 Brebes, the English teacher for the eighth grade.

The validity of this instrument was examined by using SPSS 25 software. Pearson bivariate correlation or Pearson moment product is the testing method used. This analysis can be done by comparing each item's score with the total score. Question items that allow proper relevance to what you want to show are those that have a good correlation with the overall score. This calculation is considered valid if the value of  $r_{\text{count}} > r_{\text{table}}$ . The appendix displays the validity test result. The  $r_{\text{table}}$  value at the 5% significant level in this research is 0.349. Therefore, it can be said to be valid if the  $r_{\text{count}}$  value is  $> 0.349$ . Based on a total of 50 questions tested for validity, there were 32 valid questions and 18 invalid questions. However, the researcher only took 25 questions which would be used as pretest and posttest questions, because makes it easier for researcher to provide test scores.

## 2. Reliability

To determine if an instrument is reliable, a reliability test is performed. Can be deemed reliable if the data is consistent over time. Using SPSS 25 with the Cronbach Alpha formula, data processing will be done to verify dependability fast and accurately. The following standards establish a reliable test:

1. The reliability is optimal or ideal if Alpha > 0.90
2. The reliability is high if Alpha between 0.70 – 0.90
3. The reliability is low if Alpha less than 0.50

Below is a table of reliability results tested on SPSS:

<b>Reliability Statistics</b>			
Cronbach's Alpha	Part 1	Value	0.891
		N of Items	25 <sup>a</sup>
	Part 2	Value	0.891
		N of Items	25 <sup>b</sup>
Total N of Items			50

Table 3.2 Reliability Test Result

Based on the results of the reliability test in table 3.2, the value of Cronbach's Alpha is 0.891, which means it is in the high reliability category. So it can be concluded that the reliability test in this study was reliable.



### 3.6 Technique of Analyzing Data

Collecting, organizing, and evaluating data that can be used to support or refute a theory is the technique of analyzing data. The methods listed below will be applied to data analysis in this research:

#### 1. Normality Test

A statistical technique called the normality test is used to ascertain whether or not the observed data has a normal distribution. Statistically, there are several methods to test normality such as Kolmogorov Smirnov, Shapiro Wilk, Anderson Darling, etc. The type of data being observed determines whether the normality test method is utilized, and it is crucial to make sure the data used in statistical analysis fits to the normal distribution assumptions.

The following is the basis for making normality test decisions:

1. If sig. < Alpha (0.05), then the data is not normally distributed.
2. If sig. > Alpha (0.05), then the data is normally distributed.

#### 2. Homogeneity Test

A homogeneity test looks for similarities or differences in the variance of two or more data distributions. This test can be conducted using SPSS. The output table labeled "Test of Homogeneity of Variance" or "Independent Samples Test" displays the results of the homogeneity test, which may be performed with SPSS. When the significance value > 0.05, it indicates that the data is homogeneous. However, the data is deemed non-homogeneous if the value < 0.05.

### 3. T-test

A statistical test called the T-test is used to determine the relationship between two sets of data and the mean difference between them. Depending on the goal of the analysis, researcher can select from a variety of t-test types, including paired t-test, two sample t-test, and one sample t-tests. In this research, the researcher used paired sample t-tests which have a significance level ( $\alpha$ ) of 5%. The result of the data t-test must be less than 0.05. The t-test is useful in determining whether two examined groups or populations differ significantly from one another.

### 4. Descriptive analysis

The interpretation and analysis of data are done through the process of descriptive analysis. Descriptive analysis's primary goal is to assist researchers in understanding and systematically describing data. By employing this method, Researchers can measure the distribution of data. This analysis is used by researchers to describe the results of student responses regarding the use of baamboozle games media through questionnaires distributed by researchers at the end of the research.