

THE EFFECT OF USING BAAMBOOZLE WEBSITE IN INCREASING THE SECOND GRADE STUDENTS' VOCABULARY SKILL AT MTs NEGERI GOWA

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ABSTRACT

This study aimed to determine the effect of using the Baamboozle website on the vocabulary skills of eighth-grade students at MTs Negeri Gowa. This research used a quantitative method with a quasi-experimental design involving 64 students divided into an experimental group and a control group. The experimental group was taught using Baamboozle, while the control group used conventional methods. Data were collected through pre-test and post-test and analyzed using descriptive statistics and an Independent Samples t-test. This study aims to test the effect of using the Simon Says game on students' mastery of English vocabulary. Specifically, this study describes the skills of eighth-grade students at MTs Guppi Rannaloe before and after the implementation of the game whether there is a significant effect of using the Simon Says game. The results showed that the experimental group achieved a higher mean score (88.75) than the control group (75.00). The significance value of 0.001 ($p < 0.05$) indicated a statistically significant difference. Thus, the null hypothesis was rejected, and the alternative hypothesis was accepted. In conclusion, Baamboozle has a positive and significant effect on improving students' vocabulary skills and can be used as an effective and engaging learning medium.

Keywords: Baamboozle, Vocabulary Skills, Quasi-Experimental.

1) INTRODUCTION

English is a global language that is widely recognized and used across the world. Many developed countries utilize English as a medium for instruction, daily communication, documentation, conferences, business, diplomacy, politics, and education, among other domains. According to Ulumuddin (2023), A well-developed vocabulary not only enhances learners' ability to comprehend both spoken and written texts but also improves their capacity to express ideas clearly and effectively in both oral and written communication.

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In the 21st century, vocabulary instruction in English language learning has evolved significantly through the integration of instructional technology. Instructional technology, as a component of educational technology, is founded on the idea that teaching is an inseparable part of education (Kozma, 2010). The rapid advancement of science and technology has influenced the educational field, where digital tools are now utilized to create more effective instructional environments (Jou, 2024). Technology has become essential in modern classrooms, not only to facilitate access to content but also to enhance students' motivation and participation (Mouri & Rahmi, 2016).

One of the outcomes of these technological developments is the emergence of instructional media. Instructional media are defined as tools or resources used to deliver educational material in an engaging and understandable way. These media can be categorized into visual, non-visual, technological, and non-technological types (Brown, 2023). Games provide an interactive learning environment that supports students' cognitive and emotional engagement, which is essential for vocabulary retention (Rachman & Barati, 2024).

A prominent example of a digital game used in vocabulary teaching is the Bamboozle Website. This platform allows teachers to create customized, interactive quizzes that can be used to reinforce vocabulary in an enjoyable and competitive format. Studies have shown that platforms like Bamboozle can significantly improve vocabulary acquisition and student participation when compared to traditional teaching methods (Vnucko & Klimova, 2023). Moreover, the use of such media aligns with student-centered learning approaches, emphasizing autonomy, collaboration, and active engagement (Coleman & Money, 2020).

In recent years, there has been a growing interest in incorporating game-based learning platforms into English language instruction, particularly to enhance students' vocabulary acquisition. One such platform is Bamboozle, a digital educational game that allows teachers to create interactive learning experiences for students. Several studies have explored the effectiveness of using Bamboozle to improve students' vocabulary skill in English learning contexts.

This study specifically focuses on second-grade students at MTsN Gowa, an Islamic junior high school, which has not been extensively explored in earlier research. Additionally, this study utilizes the web-based version of the Baamboozle platform, emphasizing its interactive features that are accessible through digital devices, aligning with the increasing need for technology integration in modern classrooms. Furthermore, to ensure more reliable and objective findings, this research employs a true experimental design involving both an experimental group and a control group an approach that strengthens the validity of the conclusions drawn.

2) METHODS

This study employed a quantitative approach using a quasi-experimental design to investigate the effect of the Baamboozle website on students' vocabulary skills. The research involved two groups, namely an experimental group and a control group. Both groups were administered a pre-test and a post-test, while only the experimental group received treatment using the Baamboozle website.

The population of this study consisted of all eighth-grade students at MTs Negeri Gowa, totaling 184 students from six classes. The sample was selected using purposive sampling technique, resulting in two classes being chosen as the sample. Class VIII.3, consisting of 32 students, was assigned as the experimental group, while class VIII.4, also consisting of 32 students, was assigned as the control group. Therefore, the total number of participants involved in this study was 64 students.

This study involved two variables, namely the independent variable and the dependent variable. The independent variable was the use of the Baamboozle website as a learning medium, while the dependent variable was students' vocabulary skills. The instrument used to collect the data was a vocabulary test in the form of a matching test consisting of 20 items, which included 10 items for verbs and 10 items for nouns. The same test was administered in both the pre-test and post-test to measure students' vocabulary achievement.

The data collection procedures were conducted in three stages: pre-test, treatment, and post-test. The pre-test was administered to both groups before the treatment to determine students' initial vocabulary ability. After that, the treatment was conducted in the experimental group using the Baamboozle website, while the control group was taught using conventional textbook-based instruction. The treatment was carried out in four meetings, each lasting 60 minutes. During the treatment, the teacher introduced the material, guided students to participate in Baamboozle games, facilitated group activities, and provided feedback. In contrast, the control group received instruction through traditional teaching methods without the use of interactive media. After the treatment, a post-test was administered to both groups to measure students' vocabulary improvement.

The data obtained from the tests were analyzed using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean scores of both groups, while inferential statistics were used to test the hypothesis. The data analysis included the Shapiro-Wilk test to examine data normality, Levene's test to assess homogeneity, and the Independent Samples t-test to determine whether there was a significant difference between the experimental and control groups. All statistical analyses were conducted using SPSS version 25 with a significance level of 0.05 ($p < 0.05$).

3) RESULTS

the researcher analyses data from students' pre-test and post-test results. The data consists of pretest and post-test results. The pre-test was designed to determine students' interactional speaking skills before treatment, and the post-test was designed to determine whether students' vocabulary improved after several treatments.

Scoring Classification of Students Pre-test

Table 1. The Pre-test Score Rate Percentage of Students

NO	Classification	Score	Experiment Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	91-100	0	0%	0	0%
2	Good	81-90	0	0%	0	0%
3	Fairly Good	71-80	0	0%	2	6%
4	Fairly	61-70	1	3%	4	13%

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5	Poor	0-60	31	97%	26	81%
Total			32	100%	32	100%

Based on table 1, which presents the frequency and percentage distribution of students' scores in both the control and experimental groups, it is evident that the majority of students in both groups were in the poor category. In the experimental group, which consisted of thirty students, only one student (3%) achieved a fairly score, and thirty-one students (97%) were classified as poor. In comparison, the control group also showed similar results, with two students (6%) falling into the fairly good category, four students (13%) achieving fairly scores, and twenty-six students (81%) categorized as poor.

Scoring Classification of Students Post-test

Table 2. The Post-test Score Rate Percentage of Students

NO	Classification	Score	Experimental Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	91-100	10	32%	1	4%
2	Good	81-90	15	47%	7	21%
3	Fairly Good	71-80	7	21%	12	37%
4	Fairly	61-70	0	0%	9	28%
5	Poor	0-60	0	0%	3	10%
Total			32	100%	32	100%

Based on table 4.2, which presents the frequency and percentage distribution of students' scores in the experimental and control groups after the treatment, there was a noticeable difference in the results between the two groups. In the experimental group, out of thirty students, ten students (32%) were categorized as excellent, fifteen students (47%) as good, and seven students (21%) as fairly good, indicating a significant improvement in vocabulary skill. On the other hand, in the control group, which also consisted of thirty two students, only one students (4%) reached the excellent category, seven students (21%) were categorized as good, another twelve students (37%) as fairly good, while nine students (28%) were fairly, and three students (10%) remained in the poor category.

Descriptive Analysis of Pre-test and Post-test

The table below provides a representation of the students' vocabulary:

Table 3. The Descriptive Analysis of Pre-test and Post-test of the two classes

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	32	45	25	70	42.34	11.980
Post-Test Eksperimen	32	25	75	100	88.75	7.184
Pre-Test Control	32	50	25	75	52.50	12.048
Post-Test Control	32	40	55	95	75.00	9.419
Valid N (listwise)	32					

Based on table 4.3, it is shown that the mean pre-test score of the experimental group was 42.34, while the control group obtained a higher mean score of 52.50, both from a total of 32 students. This result indicates that before the intervention had been given, the experimental group demonstrated a lower degree of vocabulary skill in comparison with the control group ($42.34 < 52.50$). The gap in average scores also indicates that the experimental group started with weaker initial performance, underscoring the importance of measuring improvement after the intervention.

Meanwhile, the post-test results showed a notable improvement, particularly in the experimental group. Students in the control group achieved a post-test mean score of 75.00 with a standard deviation of 9.419. In contrast, the experimental group obtained a higher post-test mean score of 88.75 with a lower standard deviation of 7.184, indicating not only better performance but also more consistent results. This outcome shows that the experimental group ($88.75 > 75.00$) outperformed the control group after the treatment, suggesting that using the Baamboozle Website improved students' vocabulary skills.

Normality and Homogeneity Test

a. The Normality Test

The results of these tests are presented in the following Table:

Table 4. The Normality Test

Class	Statistic	df	Sig
Pretest Experiment	.940	32	.077
Posttest Experiment	.938	32	.065
Pretest Control	.956	32	.215
Posttest Control	.965	32	.383

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality of the data was examined using the Shapiro-Wilk test because the sample size in each group was fewer than 50 students. According to the criteria, data are considered normally distributed if the significance value (Sig.) is greater than 0.05.

Based on the results, the significance values for the experimental group were 0.077 for the pre-test and 0.065 for the post-test. Meanwhile, the control group obtained significance values of 0.215 for the pre-test and 0.383 for the post-test. Since all significance values were greater than 0.05, it can be concluded that the data were normally distributed. Therefore, the data met the assumption of normality and were suitable for further parametric statistical analysis using the Independent Samples t-test.

b. Homogeneity Test

The test for variance homogeneity was carried out through Levene's Test to examine whether the variances between the experimental and control groups were equal.

Table 5. The Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Vocabulary Achievement Test Result	Based on Mean	1.095	1	62	.299
	Based on Median	1.396	1	62	.242
	Based on Median and with adjusted df	1.396	1	57.936	.242
	Based on trimmed mean	1.131	1	62	.292

The homogeneity of variances between the experimental group and the control group was examined using Levene's Test. This test was conducted to determine whether the two groups had equal variances, which is an important assumption for performing the Independent Samples t-test.

The result of Levene's Test showed a significance value of 0.299, which is greater than the significance level of 0.05. This indicates that there was no significant difference in variance between the two groups. Therefore, the data were considered homogeneous, and the assumption of equal variances was fulfilled.

Hypothesis Testing

To compare the two groups, the Independent Samples t-test was conducted by analyzing their respective post-test results in order to assess the differences in their performance outcomes.

Table 4.6. Independent Sample Test

Independent Samples 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	Lower	Upper
Equal variances assumed	1.095	.299	6.566	62	.001	13.750	2.094	9.564	17.936
Equal variances not assumed			6.566	57.950	.001	13.750	2.094	9.558	17.942

An Independent Samples t-test was conducted to determine whether there was a significant difference in vocabulary achievement between students who were taught using the Baamboozle website and those who were taught using conventional methods.

Before conducting the t-test, Levene's Test for Equality of Variances was applied to examine the homogeneity of variances between the two groups. The result showed a significance value of 0.299, which is greater than 0.05. This indicates that the variances were equal, and therefore, the assumption of homogeneity was fulfilled.

The results of the Independent Samples t-test revealed that the significance value (2-tailed) was 0.001, which is lower than 0.05. This indicates that there was a statistically significant difference in vocabulary achievement between the experimental group and the control group. The mean score of the experimental group was 88.75, while the control group obtained a mean score of 75.00. The mean difference between the two groups was 13.75 points.

Based on these findings, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Therefore, it can be concluded that the use of the Baamboozle website had a significant effect on improving the vocabulary skills of second-grade students at MTs Negeri Gowa.

4) DISCUSSION

The findings of this study reveal that the use of the Baamboozle website has a significant positive effect on students' vocabulary skills. This is evidenced by the higher mean score achieved by the experimental group compared to the control group, as well as the statistical result of the Independent Samples t-test, which indicated a significance value of 0.001 ($p < 0.05$). These results suggest that the integration of Baamboozle as a learning medium contributes effectively to improving students' vocabulary mastery.

One of the main factors contributing to this improvement is the interactive and game-based nature of Baamboozle. Unlike conventional teaching methods that often rely on textbooks and passive learning, Baamboozle provides an engaging learning environment where students actively participate in answering questions, collaborating with peers, and competing in a fun and supportive atmosphere. This aligns with the theory of game-based learning proposed by Kapp (2012), which states that incorporating game elements into learning can increase students' motivation and engagement, leading to better learning outcomes.

Furthermore, the use of Baamboozle supports Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that students learn more effectively when information is presented through both visual and verbal channels. In this study, Baamboozle integrates visual

elements, text, and interactive activities, enabling students to process and retain vocabulary more efficiently.

In addition, the collaborative aspect of Baamboozle plays an important role in enhancing students' vocabulary skills. Students worked in groups, discussed answers, and shared ideas, which helped them build confidence and deepen their understanding. This interaction also encourages active learning, which is often limited in traditional classroom settings.

Another important finding is that Baamboozle reduces students' boredom and anxiety in learning vocabulary. Students tend to feel more relaxed and motivated when learning is presented in a game format. This positive emotional condition supports better learning retention and participation. As a result, students become more confident in using new vocabulary in context.

The findings of this study are consistent with previous research that highlights the effectiveness of game-based digital platforms in improving vocabulary learning. Therefore, Baamboozle can be considered not only as a tool for practice but also as a strategy to create meaningful and enjoyable learning experiences.

5) CONCLUSION

Based on the findings of this study, it can be concluded that the use of the Baamboozle website has a positive and significant effect on students' vocabulary skills. The experimental group showed better improvement compared to the control group, indicating that interactive and game-based learning can enhance students' vocabulary mastery effectively.

In addition to improving vocabulary skills, Baamboozle also increases students' motivation, engagement, and participation during the learning process. The use of interactive features and group activities creates a more enjoyable and student-centered learning environment.

Therefore, it is recommended that English teachers integrate Baamboozle or similar digital platforms into their teaching practices to support more effective vocabulary learning. Future researchers are also encouraged to explore the use of Baamboozle in different contexts, skills, or educational levels to further examine its effect.

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