

CHAPTER 1

INTRODUCTION

1.1 Background

The importance of using English in any aspect, especially in EFL class, has become essential because the English language is one of the most influential languages. In learning the English language, four skills are crucial and vital (Listening, Reading, Speaking, and Writing).

Besides that, Vocabulary is a fundamental aspect and an essential part of learning the English language. When we want to learn some languages, we must know little about their Vocabulary. Because without any vocabulary in our minds, we cannot write, speak, or communicate in that language. So, Vocabulary is one of the critical aspects of learning languages. Teaching Vocabulary is an essential and crucial part of learning a language. Students will explore and improve their skills if they have learned some vocabulary. Thornbury (2002) states that teaching vocabulary is essential to language learning. Because of that, teaching vocabulary is an integral part of learning languages. With Vocabulary, the students will need help to do something to express their ideas, like speaking or writing. It is a fact that when we have a lot of Vocabulary, we can tell more ideas and thoughts.

When we want to learn a foreign language, we should master some basic vocabulary so that we can communicate in the form of speaking. One of the skills that we must master in learning a language is speaking. Because speaking is one of the most important forms of communication. The more vocabulary we have, the more fluent our speaking skills will be. Conversely, if we only master a few vocabulary words, we will have difficulty in communicating, especially speaking. So it is very important to learn as much vocabulary as possible to make it easier

for us to learn a foreign language and apply it not only in writing, but also in speaking.

Coupled with the current Merdeka Belajar curriculum, where one of the language learning skills is combined into one such as listening with speaking, reading with viewing, and writing with presenting. In this case, learning vocabulary without implementation such as listening then speaking or writing then presenting will be useless.

Teaching vocabulary in a fun way should make the students feel comfortable and enthusiastic about the lesson. We can use many strategies as a teacher to teach Vocabulary in the classroom. There are also a lot of media and techniques to support the students and give them new words in terms of visuals. Teaching vocabulary is one of the most complicated and challenging for teachers because we know the type of learning style of their students itself. It is more difficult to teach young learners. We have to give creative and fun strategies to motivate them during the lesson.

Media will help the teacher support the material for the students to understand the content better. In line with Regina Rahmi (2014) state that the lack of learning experiences can be rectified by media. Students come from a variety of backgrounds, including different regions, families, societies, social economics, etc. Heinich claims that media serves as a bridge or introduction between speakers and listeners in communication (Daryanto, 2010:4). In teaching English, especially in EFL for young learners, it would be meaningless and not compelling because the students will not be interested in the material then. As a result, they will only focus or pay attention during the learning process. Nevertheless, the use

of media must be considered by the teacher with the student's learning style because each student has a different learning style.

According to Djamarah and Zain (2010:124) media is divided into three types. There are audio, visual, and audio-visual. Students who typically have learning styles like listening tend to use Audio as a medium in their learning processes, such as Radio, Voice notes, Cassette recorder, or tape recorder. Meanwhile, students who prefer to watch and touch is likely to tend to use visual media such as picture, card, or map. Then, the students with learning styles like watching and listening tend to use audio-visual such as TV, LCD, and movie. In this current situation, many teachers prefer to use digital media such as online quizzes. This research focuses on using Baamboozle as audio-visual media to teach students vocabulary.

Based on the learning process observation in seventh grade at SMPN 1 Sukasada, showed that there are several students in grade VII A still have a lower score on vocabulary tests or less than the minimum grade in the English subject. The lack of vocabulary mastery happens because several reasons, such as students who still need help understanding the meaning, pronouncing some words correctly, and students' interest during the learning process. Those problems occur because the teachers always use an English textbook or (Buku Paket) during the learning process. So far, the teacher has been teaching vocabulary to students using textbooks and sometimes using PowerPoint to help students understand the material more deeply. In this case, when the teacher uses the same media repeatedly such as PowerPoint. Students are less involved in the lesson because they just listen to the teacher's explanation. As a result, students tend to

understand the material, but lack application such as speaking practice. Students also seem less enthusiastic during learning. Also, students often question the meaning of a particular vocabulary.

Game-based learning is the best way to make students feel enthusiastic during the learning process. Game-based learning is a learning model that mixed learning material into education so that students engage with each other (Coffey, 2009). According to Budi Setiawan, N. S. (2017), the game is entertaining media and interests the students to interact with each other during the lesson. Meanwhile, Icard Beverly (2014) explains that game-based learning is the best method for getting students interested in revising course material. Game is one of the best tools to use by the teacher because it can help them achieve learning objectives efficiently and make the classroom atmosphere more active and communicative. The students will feel joy and excitement using interactive games to teach vocabulary. According to Jin, Tu, Kim, Heffron, & White (2018), game-based learning is the term for the educational technique of using stale games in the classroom. To produce engaging gaming experiences, the teacher should create educational games with various activities (Huang, Hew, & Lo, 2018). There are a lot of digital web games with multiple activities that can be used for teaching, for example, Quiziz, Kahoot, or Baamboozle.

According to Krisbiantoro (2020), Baamboozle is a fun game to play in the classroom by ringing a bell per group. Meanwhile, Sa (2021) stated that Baamboozle is a kind of online and offline game that resembles a quiz and allows users to register without having to. So it can be easier and more accessible for the teacher when they want to use it. This game is similar to Quiziz or Kahoot, which

shows several questions with or without pictures. One thing differentiating these tools is that the students do not have to use a phone or device to involve and answer the questions. The students will be gathered in three or four groups and then answer the question that showed by the teacher.

This media is also rarely used by teachers. Even though this educational game is exciting and can be accessed anytime only requires a good connection. Therefore, Baamboozle is very suitable for young learners because it's really fun, attracts students' enthusiasm to involve during learning process. Without using a cell phone or device, it will make it easier for teachers to teach vocabulary for young learners because it will demand the teacher to be creative and innovative in teaching and make students not dependent on using their smartphones. That way, students can be more focused and interested in the material the teacher provides through Baamboozle media.

Aside from being easily accessible, Baamboozle is also highly interactive and communicative for students. This media is very easy to use because it's so flexible can run in form of online or offline learning using LCD Projector or showing directly if the students is just a little. The teacher can also use this media for any subject. Many features appear, such as pictures, to help the students quickly answer the questions. The teacher can make various topics or choose a suitable quiz for the students. There are also different questions, such as essays, word completion, and multiple choice. Baamboozle also is used by the teacher for making daily quizzes to measure the students' understanding.

Several previous studies use Baamboozle as a medium in teaching. The first study is from Iskandar et al. (2022), which implemented Baamboozle as

digital-based learning. The purpose of this project is to create digitally based instructional materials as a means of assessment to boost fifth-grade elementary school pupils' enthusiasm for learning. This study uses the descriptive qualitative approach. As a result, students find it easier to understand and respond to questions when learning media is used in learning evaluation activities, which can also inspire them to keep learning. The second study from Andriyani, Feradona & Rizaldi (2021) used a Baamboozle as a medium for Ice-Breaking. In order to ascertain how to incorporate ice-breaking into learning activities on the Baamboozle website, this study employed a qualitative methodology. The result shows that using icebreakers from the Baamboozle website can help teachers create the ideal environment for their pupils to succeed in their academic goals. Next, the goal of Fitriani, Rahayuningtyas, and Gusanti (2022) of third study using Baamboozle as a medium is to create media products for the Baamboozle Game that are reliable, efficient, and can enhance student learning results. This study uses Development Research (R&D) as a method. Moreover, as a result, baamboozle is very effective to use, especially in improving student learning outcomes.

Based on the preliminary study, there are some studies that use a Baamboozle as a media to help the teacher reach a better learning outcome from the students. As study from Iskandar et al. (2022) that use Baamboozle to improve the excitement for a lesson for grade V elementary school students. There also a study from Fitriani, Rahayuningtyas, & Gusanti (2022) that use Baamboozle to improve students' learning outcomes. Those research it use Baamboozle in a particular purposes. It can be simplify that from the preliminary

studies which has been done by some researchers, none of them is utilizing Baamboozle as a medium in improving vocabulary as well as a medium in teaching vocabulary.

1.2 Identification of the problem

Based on the background that has been explained, several problems can be identified, such as

1. Baamboozle is never used by the teacher in SMPN 1 Sukasada as a media in teaching English language.
2. Baamboozle commonly use for particular purposes, it's never use in teaching vocabulary for the students.
3. Some studies show that the use of Baamboozle is only used to assist teachers in improving learning outcomes.

1.3 Limitation of the problem

Based on identifying the issues, many issues still occur in the classroom. However, the researcher needs to limit existing topics in this research. These are the little problems;

1. Baamboozle is rarely used by any researcher in order to improve students' vocabulary in teaching English language
2. Baamboozle is never implemented in SMPN 1 Sukasada in teaching English language by the teachers

1.4 Research Question

Based on the problem, researchers have determined the issues to be studied:

1. Can the use of a Baamboozle game improve vocabulary mastery in grade VII A at SMPN 1 Sukasada?
2. What factors obstruct and support the implementation of using the Baamboozle game in teaching vocabulary in grade VII A at SMPN 1 Sukasada?

1.5 Purpose of the study

Based on the research question, it can decide that the purpose of this study is;

1. To find out whether the use of Baamboozle can improve the vocabulary mastery of grade 7A students at SMPN 1 Sukasada
2. To find out factors that support and obstruct in the implementation of using the Baamboozle game in teaching vocabulary in grade VII A at SMPN 1 Sukasada.

1.6 Significance of the study

The researcher hopes that this study can be beneficial in terms of two aspects:

A. Theoretical Significance:

- 1) This study can be influential to applying in the classroom by many English teachers. Because they can create creative and innovative media for teaching during their lesson, which can make the students feel excited and joyful.
- 2) From a theoretical perspective, this study can be idea by many researchers to develop this media in the future into several topics because this media is rarely appointed for research.

B. Practical Significance:

1. From a practical perspective, the result of this study is expected to provide an excellent contribution to teaching vocabulary using Baamboozle with contextual proof so that it can be emulated by several schools, especially SMPN 1 Sukasada.
2. They can suggest this research to English teachers in SMPN 1 Sukasada to improve students' vocabulary mastery in teaching EFL for seventh grade.

