

CHAPTER I

INTRODUCTION

This chapter contains background, research questions, research purposes, research significance, research framework, hypothesis, and previous study.

A. Research Background

In learning English, students need to practice some basic skills such as vocabulary, which is an essential skill. Vocabulary is one of the indicators of the ability to communicate in a foreign language, both orally and in writing. According to Zimmerman (1997) in Coady and Huckin (1997: 5), the most important part of learning English is developing vocabulary because vocabulary is the foundation of language and is very important for language learners. Vocabulary becomes the first English basic knowledge to be mastered by students. To be able to converse with others, students need to acquire vocabulary to enhance their communication skills. If students do not know sufficient numbers of vocabulary, communication will be problematic and tough. Language acquisition relies on vocabulary as its foundation and resource (Falahudin, 2017). Thus, they can use some methods to improve their English vocabulary, such as watching English programs, reading an English book, and listening to music.

Vocabulary can be understood as the collection of words that individuals use in a language. However, it is important to note that, often, people mistakenly assume that vocabulary is mainly organized by alphabetical order (Hatch and Brown, 1995: 368). Pronunciation, grammar, and spelling are among the other language components that English language learners cannot acquire without vocabulary. Berne and Blachowicz (2008) assert that the study of vocabulary is integral to mastering a foreign language, emphasizing the frequent highlighting of the meanings of new words in both textbooks and classroom settings. Vocabulary is also vital for language learners and is at the heart of language learning. Current studies indicate that vocabulary instruction can be difficult, as many teachers require.

Learning vocabulary is crucial in foreign language acquisition, where

understanding the meanings of new words is consistently highlighted, whether in textbooks or classrooms. It is an integral language component because the more words students know, the greater their ability to comprehend. Mastering vocabulary aims to enhance students' language comprehension, fostering skills in verbal fluency, writing, and comprehension. Students must acquire vocabulary alongside grammar and pronunciation, as vocabulary plays a crucial role in expressing ideas, intentions, and emotions. Proficiency in many words is essential for effective communication in English (Nation, 2001). It is recommended that, after several years of learning, students should aim to master around 2000 words to facilitate communication.

Learning vocabulary has several problems. The first problem was that students forget words easily. This forgetting often occurs because students seldom use the vocabulary in their daily lives, including when teaching and learning process. The second problem was followed by a lack of vocabulary knowledge and a lack of motivation to learn new words. When learning vocabulary, students were easily bored. They lacked enthusiasm, and several of them skipped English sessions rather than face the challenges of studying. The last problem was that the teacher continued to teach vocabulary without utilizing engaging media such as pictures, flashcards, or other tools that could facilitate students' understanding of vocabulary functions and meanings. This lack of engaging media led to student boredom, difficulty in understanding and memorizing words, and a lack of interest in participating in learning activities. To address these language learning challenges, particularly in vocabulary learning, teachers need to incorporate exciting media and sufficient technological support. Nowadays, teachers need to recognize the significance of media and technology in enhancing the teaching process. Anderson (2011) asserts that technology not only provides teaching resources but also integrates the learning experience into the learner's everyday life. Authentic language materials, especially vocabulary, can be effectively delivered to learners, who can also be motivated through engaging media and adequate technological support.

From the problems above, the researcher found the biggest problem in learning English vocabulary at Mts Al-Jawami was a lack of motivation among students to master vocabulary. This situation prevented students from improving their vocabulary, which became the main focus for the researcher at the school. The study found three main reasons for the problems with vocabulary mastery. The first reason was that students lacked the motivation to learn and didn't know enough vocabulary to practice. The second reason was that teachers used monotonous methods, which failed to engage students in learning English. The third reason was that the school didn't provide a supportive environment for learning English, especially vocabulary. Therefore, the researcher believed that using games could help solve these learning problems and make activities more exciting for both teachers and students in the classroom.

There are several research about vocabulary. The first research from Hilmatun (2023) entitled "The Use of Baamboozle Games to Improve Students' Vocabulary of State Junior High School 2 Pantj in Academic Year 2023/2024". This study aims to explore the effective utilization of the Baamboozle game at SMPN 2 Pantj during the academic year 2023–2024 to improve students' vocabulary. Second, the study belonged to Winaningsih (2022) entitled "The Effectiveness of Baamboozle and PAI Teacher Communication Patterns in Increasing Students' Learning." The researcher used quantitative research. This study evaluated the way teachers communicate to motivate students. The utilization of Baamboozle media was considered successful because students showed enthusiasm in following the learning process. Islamic Religious Education (PAI) teachers who are considered successful in increasing students' learning motivation, research data were collected through an interview process. The third study was conducted by Irma and Rukmana in 2021 and titled "The Impact of Game-Based Learning Modular Helped by a Baamboozle on the 3 Duplication Activity Abilities of Primary School". In a surangular group pretest-posttest design, the researcher employed experimental quantitative research. Analysis of the data using the

Wilcoxon test indicated a significant increase, as the mean score before treatment was 63.33, while post-treatment, it increased to 91.90.

This research differs from the earlier study. This study focuses on the use of the Baamboozle game for young learners. In addition, most of the research on Baamboozle games was conducted in the 8th grade of junior high school, this research was carried out in the 7th grade of junior high school.

B. Research Questions

The research question is as follows, taking into account the above research background:

1. How is students' vocabulary mastery using the game in Baamboozle Game in the English learning process at MTs in Bandung?
2. How is students' vocabulary mastery using Conventional media in the English learning process at MTs in Bandung?
3. How significant is the difference between the student's vocabulary mastery with and without using the Baamboozle game in learning English vocabulary?

C. Research Purposes

The objectives of this research are:

1. To find out how students' vocabulary mastery using the game in Baamboozle Games in the English learning process at MTs in Bandung.
2. To find out how students' vocabulary mastery using conventional media is used in the learning process at MTs in Bandung.
3. To find out the difference in students' vocabulary mastery with and without using Baamboozle games.

D. Research Significances

The results of this study are expected to make a new contribution to the parties involved, each of which is described as follows:

1. For teachers

To give teachers more options for how students acquire vocabulary in English. Teachers can use the Baamboozle games to help students learn vocabulary more effectively. The games also increase student

interest and make learning English vocabulary easier.

2. For students

It is hoped that students will find learning English to be more engaging and enjoyable. Next, with the use of online games, students can advance in their grasp of the English language. It may therefore be simpler for them to advance in their understanding of the English language.

3. For other researchers

It is hoped that other researchers will be able to offer some additional information about various online platforms that can be employed for teaching and learning the English language, particularly in determining whether or not using the Baamboozle game in the English learning process has an impact on students' mastery of the language's vocabulary.

E. Research Scope

The research was conducted at the MTs Al-Jawami Junior High School in Bandung, and the researcher took classes VII A and B from 7th grade. This research focused on using Baamboozle as a learning tool to improve students' vocabulary mastery. This research used a quasi-experimental method approach.

F. Research Framework

Vocabulary, according to Linse (2005: 121), is a person's compiled list of words. The words one needs to know to communicate effectively are known as expressive vocabulary (for speaking) and receptive vocabulary (for listening), according to other experts Neuman and Drawyer, who were quoted in Bintz (2011: 44). The importance of vocabulary in language makes it imperative to have a solid grasp of it, according to Faraj (2015: 10).

Previous studies, such as Nation (2001) and Graves (2006), show that vocabulary acquisition is essential for literacy and effective communication skills. An extensive vocabulary not only improves text comprehension but also enhances students' expression skills, allowing them to convey ideas and

thoughts more easily. Purwo states in Yunisah, (2007: 11) that vocabulary mastery is the capacity to utilize a language's vocabulary both in writing and spoken communication has to get proficient in vocabulary.

Vocabulary mastery is the capacity to identify, comprehend, and employ words appropriately and accurately through speaking, writing, listening, and reading, according to Zuchdi (1995: 3–7). To communicate effectively both orally and in writing, a person must be able to learn a term from the English language and use it as the foundation for their vocabulary. This is known as vocabulary mastering. Paul claims that playing games is a great approach to mastering a foreign language in a casual and enjoyable setting. This online learning tool, which resembles a game of bamboozle, provides easily accessible and entertaining interactive learning opportunities for educational settings.

Bamboozle is an online educational game that functions similarly to a test rivalry, but it doesn't require students to create a record, as stated by Rahayu and Rukmana (2021). Aside from being useful, the Bamboozle website may be utilized for offline as well as online study and doesn't require the creation of an account. Similar to a quiz contest, Bamboozle is an online edu game that students may play without creating an account. A website called Bamboozle offers educational games as a means of instruction. Bamboozle is an online education platform that utilizes games for teaching. Teachers can add their games, contributing to the daily expansion of the content library alongside the platform's existing diverse game selection.

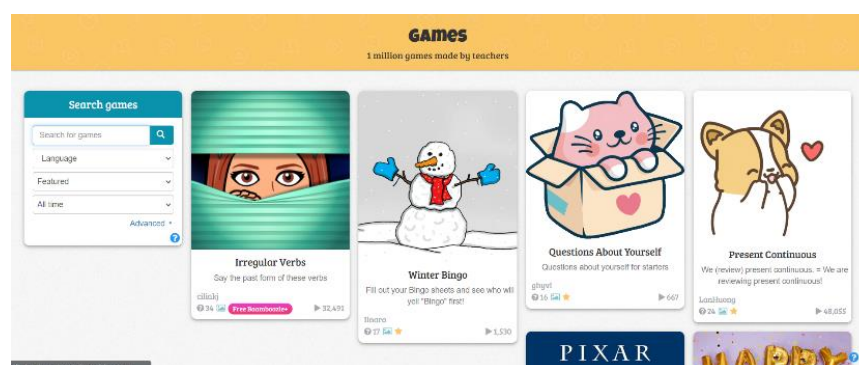


Figure 1. 1 Bamboozle Features

In the initial view, teachers can select and search for games that suit their needs. Teachers can also create their games, by creating questions according to their needs and levels that are tailored to learning. Teachers can employ this innovative approach to encourage collaborative group work among students or even facilitate presentations by granting students the opportunity to develop quizzes in Baamboozle if they desire.

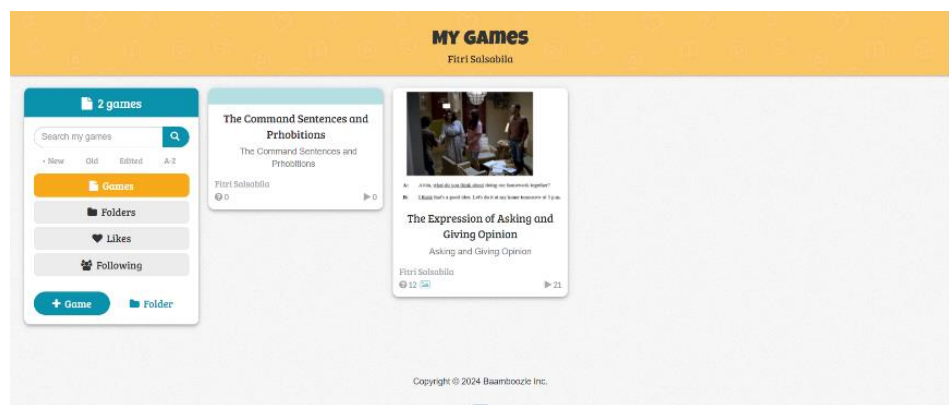


Figure 1. 2 Baamboozle Library

The image above is a library view if the user creates their own game, it will be displayed in the library section.

Humans learn more about an object when they have experience with it. Experience entails careful observation, interpretation, and meaning-making so that it can be chosen as an object. The use of games in Baamboozle aims to increase students' enthusiasm and motivation in learning vocabulary and create a memorable experience for students because they learn with new media. After all, the decline in enthusiasm for learning in class and the lack of student participation can cause their declining grades. So, this study aims to bring novelty and experience to students by learning vocabulary using Baamboozle. In this study, it is expected to affect their level of engagement and motivation while learning English, especially in vocabulary acquisition. Baamboozle is expected to make it easier for students to create a new memorable experience so that students are more motivated and not easily bored when vocabulary learning takes place.

G. Hypothesis

The hypothesis serves as a provisional resolution to the formula and a temporary solution to the problem, presented in the research formulation as a declarative sentence. That is:

1. Ho : There is no significant difference between students' vocabulary mastery being taught with and without using the games in Baamboozle in the English learning process at MTs Al Jawami.
2. Ha : There is a significant difference between students; vocabulary mastery being taught with and without using the games in Baamboozle in the English learning process at MTs Al Jawami

H. Previous Study

The researcher has selected some previous studies related to this study. The first previous research is from Hilmatun (2023) entitled "The Use of Baamboozle Games to Improve Students' Vocabulary of State Junior High School 2 Panti in Academic Year 2023/2024". This study aims to explore the effective utilization of the Baamboozle game at SMPN 2 Panti during the academic year 2023–2024 to improve students' vocabulary.

Second, the study belonged to Winaningsih (2022) entitled "The Effectiveness of Baamboozle and PAI Teacher Communication Patterns in Increasing Students' Learning." The researcher used quantitative research. This study evaluated the way teachers communicate to motivate students. The utilization of Baamboozle media was considered successful because students showed 9 enthusiasm in following the learning process. Islamic Religious Education (PAI) teachers who are considered successful in increasing students' learning motivation, research data were collected through an interview process.

The third study was conducted by Irma and Rukmana in 2021 and titled "The Impact of Game-Based Learning Modular Helped by a Baamboozle on the Duplication Activity Abilities of Primary School". At Al Hidayah's elementary school, this test was administered. Quantitative research in an experimental setting was conducted, employing a single-group pretest and post-test design. The data analysis using the Wilcoxon test revealed a mean score of 63.33

before treatment, significantly lower than the post-treatment mean score of 91.90.

