

**THE USE OF BAAMBOOZLE GAMES TO IMPROVE
STUDENTS' VOCABULARY OF STATE JUNIOR HIGH
SCHOOL 2 PANTI
IN ACADEMIC YEAR 2023/2024**

THESIS

Presented to
Kiai Haji Achmad Siddiq state Islamic university of
Jember In Partial Fulfillment Of The Requirements
For Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



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**STATE ISLAMIC UNIVERSITY
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2023**

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THESIS


This Thesis has been examined and approved in Partial fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) Faculty of Tarbiyah and Teacher Training English Education Department


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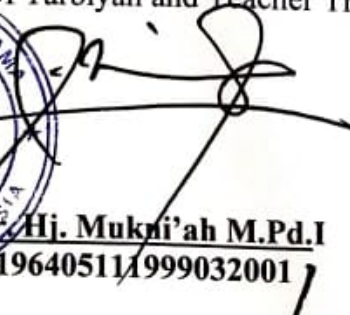
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MOTTO

كَذَّابِ ۙ آلِ فِرْعَوْنَ ۙ وَالَّذِينَ مِنْ قَبْلِهِمْ ۚ كَذَّبُوا بِآيَاتِ رَبِّهِمْ فَأَهْلَكْنَاهُمْ

بِذُنُوبِهِمْ وَأَغْرَقْنَا آلَ فِرْعَوْنَ ۚ وَكُلُّ كَانُوا ظَالِمِينَ ﴿٥٤﴾

Artinya: (keadaan mereka) serupa dengan Keadaan Fir'aun dan pengikut-pengikutnya serta orang-orang yang sebelumnya. mereka mendustakan ayat-ayat Tuhannya Maka Kami membinasakan mereka disebabkan dosa-dosanya dan Kami tenggelamkan Fir'aun dan pengikut-pengikutnya; dan kesemuanya adalah orang-orang yang zalim. (Q.S. Al-Anfal : 54).¹



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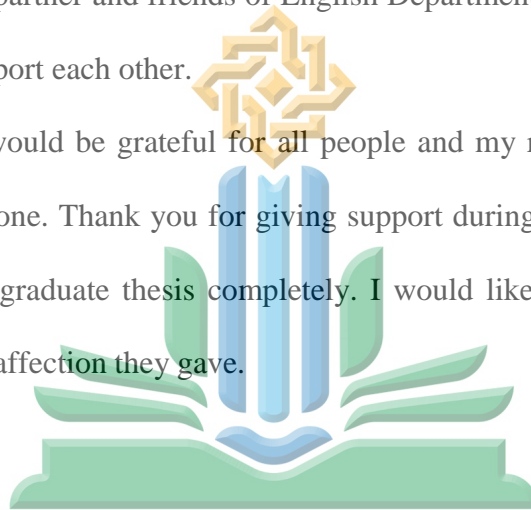
¹ Mohammad Taqjudin, Al Hilali dan Muhammad Mukhsinkhan, Darussalam Ublcation, 1996, 239.

DEDICATION

This undergraduate thesis is honorable dedicated to:

1. My beloved father, Moh Syamsul Arifin who always pray for me, give support and spirit to me in gaining success.
2. My beloved mother, Eva Nurcahyani who always pray for me, give support and spirit to me in gaining success.
3. My beloved partner and friends of English Department 4 who always help me and give support each other.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard time, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.



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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, lord of the word, the most graceful, and the Most Merciful, who blesses the writer and gives guidance until finishing this thesis with the entitled “the use of bamboozle game to improve students’ vocabulary of state junior high school 02 Panti”. Peace my always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life.

The writer is aware that this thesis has never finished without any helps and supports from other during the process. therefore in, this opportunity, the author would like to thankful to:

1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
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I hope Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers, however, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas and suggestion for the improvement of this thesis are greatly appreciated.



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ABSTRACT

Hilmatur Nabila, 2023. *The use of bamboozle game to improve vocabulary students in state junior high school 2 Panti.* Thesis. English Education Program. Tarbiyah and Teacher Training Faculty. Kiai Haji Achmad Siddiq State Islamic University Jember.

Keywords: Bamboozle game, vocabulary.

Learning vocabulary is an important part of learning a foreign language. Vocabulary is the basic component in learning a language, therefore it plays the most important role in learning English. Mastering more vocabulary can help us to know more meanings of the words used to communicate. However, some vocabulary problems, one of which is forgetting words quickly, remembering words in English as a foreign language is not easy, it depends on the student's memory. Therefore, English teacher use bamboozle game strategy in the process of teaching and learning vocabulary.

The focus of this research was how to improve students' vocabulary by using bamboozle game at SMPN 2 Panti in 2023/2024 academic year?

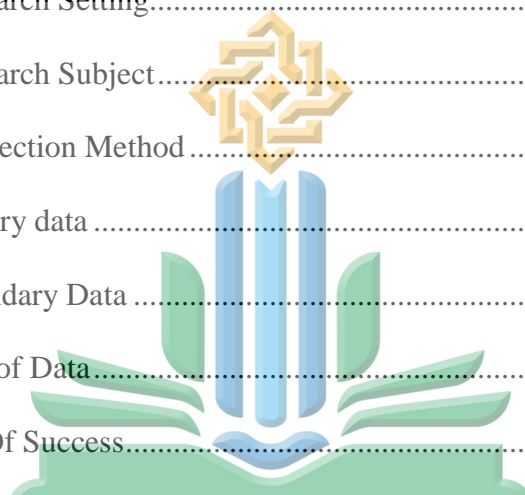
The study used Classroom Action Research (CAR). The research design was a collaborative classroom action research. The participants of this research were the students of VIIC grade in state junior high school 2 Panti. The class consisted of 31 students. There were 6 classes in state junior high school 2 Panti at Seventh Grade. The researcher focused on VIIC of state junior high school 02 Panti. The researcher conducted two cycles. Each consisted of three meetings, two meetings to implementation the action and one meeting for students' vocabulary test. In planning the action, researcher and collaborators developed a lesson plan (RPP) based on the data from the preliminary study which referred to the problems found. Furthermore, in implementing the action, researcher taught students using the Bamboozle Game Strategy. Furthermore, observing is the process of collecting data from the implementation, researcher and collaborators observed all activities in the classroom during the implementation of the action. Finally, reflecting, in this process the researcher and collaborator analyze the data from the observation of the action and compare it with the success criteria, namely 75% of students must reach the predetermined KKM score of 75.

The result of this research showed there was improvement of the students' vocabulary. It could be seen from the result of post test I and II that been improved. From 4 of 31 (12%) students who achieved the minimal score in pre-test and the first cycle saw an 11 of 31 (35%) students passing the minimum mastery, and the second cycle saw an (87%) improvement. The minimal mastery criterion was met by 27 of 31 students. It can be conclude that Bamboozle Game can make students' vocabulary better than before.

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CHAPTER I

INTRODUCTION

This chapter contains the research background, research questions, research objectives, research significance, scope, and definition of key terms.

A. Research background

English is an international language, as an international language. English has been used as a communication tool globally. So English is the main language used to communicate. English is a foreign language in Indonesia. English is learnt by elementary school students to university students. English is very important for students' learning process. Students have difficulty in learning if they do not master the language.² They also cannot listen, read, speak, and write. Students also need to understand about grammar, vocabulary, and pronunciation. One of the components of language ability is vocabulary.

The most important aspect of communication is language. People can express their ideas and opinions through language. Language is also a means to interact with others and exchange information. They use language to facilitate communication in daily life. When they want to communicate with others, they have to use communication tools that can be understood by their listeners. It is hard to imagine how people can interact and co-operate without language.

Language is used to communicate ideas and experiences. We can

² Patel, Shri M.N. *English Language Teaching*. (India: Sunrise Published, 2008).

express our ideas or experiences if we already know the vocabulary of the language, there is no way we can have a conversation without mastering the vocabulary of the language. Vocabulary is part of the language that foreign learners must know to understand the four language skills. As in the Qur'an Surah An-Nahl verse 103 which discusses language:

وَلَقَدْ نَعَلِمُ أَنَّهُمْ يَقُولُونَ إِنَّمَا يُعَلِّمُهُ بَشَرٌ لِّسَانُ الَّذِي يُلْحِدُونَ
إِلَيْهِ أَعْجَمِيٌّ وَهَذَا لِسَانٌ عَرَبِيٌّ مُبِينٌ

Meaning: And indeed we know that those who say: "no one has taught it except man (Muhammad pbuh)", while the tongue of man they are referring to is a foreign tongue, whereas this (the Qur'ān) is a clear Arabic tongue. (An-nahl 103).³

This verse teaches us to be able to master all languages, and our own language from vocabulary, so in any language we must be able to master vocabulary.

According to Berne and Blachowicz,⁴ learning vocabulary is an important part of foreign language learning, as the meanings of new words are often underlined, both in books and in class. Vocabulary is also at the core of language learning and is essential for language learners. Recent research shows that vocabulary teaching can be problematic, as many teacher need it to be.

English is an international language used as a means of communication in everyday life and in academic settings, whether as a first, second or foreign

³ Muhammad Taqi Ud-Din Al-Hilali and Muhammad Mukhsin Khan, *English Translation of the Meanings of the Noble Qur'an*, (Madinah: King Fadh Noble Qur'an Printing Complex), 363.

⁴ Burns, Anne, *Doing Action Research in English Language Teaching* (New York: Routledge,2010).

language. It is also widely used in business, education, international news and communication. People are expected to master English as an international language because it is used by the majority of people around the world. In this modern era, people must be ready to compete globally in understanding and developing science and technology.

English plays an important role in the Indonesian education system. English is a compulsory subject in schools. English has been taught formally since primary school. Almost all sources of information are written and delivered in English. Students must learn English to gain a wide range of knowledge and understand textbooks written in English. In addition, many institutions provide scholarships to students who have good English skills. Due to the importance of English in the education system, the Indonesian government, through the Ministry of Education, provides a curriculum for teacher to use as a guide in the teaching and learning process. This is one of the government's program to help students improve their English skills. According to the 2013 School-Based Curriculum, English language teaching and learning includes four skills.

As vocabulary is one of the most important components of learning a language, it plays the most important role in learning English. Learning more vocabulary can help us understand the meaning of the words used to communicate. One of the main goals of learning a foreign language is to be able to communicate in that language. Therefore, learners must first recognise, understand and master the vocabulary of the target language. Vocabulary

learning enables them to communicate messages and meanings more effectively. As a result, they can communicate and share ideas more easily.⁵

According to Scott's theory of vocabulary or vocabulary frequency distribution theory is a theory that explains the frequency distribution of words in a text. According to this theory, words in a text can be grouped into several categories based on their frequency in the text. These categories are: 1. Common words, which are words that are very often used in everyday language, such as "which", "and", "from", "at", "to", "a", and so on. 2. Technical words, i.e. words that are specific to a particular field or discipline, such as "proton", "neutron", "electron" in physics, or "anatomy", "physiology", "pathology" in medicine. 3. Specialised words, i.e. words that are specific to a particular topic or domain, such as "algorithm", "syntax", "compiler" in computer science, or "sarcophagus", "obelisk", "hieroglyphics" in history.⁶

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Scott's vocabulary theory shows that the use of words in a text has a certain pattern that can provide information about the characteristics of the text. In text analysis, this theory can be used to evaluate the level of complexity, type and theme of the text, as well as understand the meaning contained in the text.

Teaching vocabulary has several problems. Firstly, using traditional strategies will make students bored. Second, teaching media. Third, forgetting words quickly, remembering English words as a foreign language is not easy,

⁵ Carter, Ronald,. *Vocabulary Perspectives in Applied Linguistics*. (London and New York: London EC4P 4EE.1998,) 23.

⁶ Scott, Thornbury. *How to Teach Vocabulary*, (London: Longman, 2002), 141.

it depends on students' retention. There are several factors that make English difficult to remember and forget quickly such as difficulties in pronunciation, spelling. Fourth, teaching techniques are also important in vocabulary teaching strategies.⁷

Based on the researcher's observation. The researcher focused on class VIIC because the problem that existed in class VIIC was low English scores compared to other classes. The students have problems with vocabulary. There are some difficulties in learning English vocabulary, first, students are difficult to memorise because English is a foreign language and second, students are bored with their traditional strategies.⁸

From the facts above, students have not mastered a lot of vocabulary due to the teaching done by the teacher. In addition, students sometimes have difficulty in memorising vocabulary and then they have difficulty speaking in front of the class. In writing, students do not have much vocabulary so they cannot write well. In reading, they cannot translate words due to the lack of vocabulary. In addition, in listening, students cannot understand what the speaker is saying. From the interview with the English teacher, students are also passive in the classroom. They sometimes feel bored with traditional English learning. The researcher found that many students had vocabulary problems.

The researcher has found a way to solve the problem to improve students' vocabulary by using baamboozle game. The game can be adapted to

⁷ Hamer, Jeremy. *English Language Teaching Practice*. Malaysia: Person Education Limited, 2022, 150.

⁸ Interview data.

the vocabulary words that teacher are teaching by creating their own question sets. This enables teacher to provide targeted instruction and concentrate on the individual requirements of their students. The game provides a review of the words and their meanings, which may assist in enhancing students' comprehension.

The Bamboozle game can also be used to reinforce important language skills. For instance, the game can be used to improve skills in critical thinking, reading comprehension, and grammar. Students are more likely to see the relevance of their vocabulary studies in a broader context and to connect various aspects of language learning by incorporating these elements into the game.

The researcher is interested in conducting a study entitled "The use of baamboozle game to improve students' vocabulary at SMP Negeri 2 Pantj".

B. Research question

Based on the research background above, the research question is "How to improve students' vocabulary by using baamboozle game at SMP Negeri 2 Pantj?"

C. Research objectives

Based on the previous research questions, the purpose of this study is to describe the use of baamboozle game to improve vocabulary of SMP Negeri 2 Pantj students.

D. Importance of research

There are several important things from this research that can be

summarised as follows:

1. Theoretically

This research can add to the existing vocabulary knowledge, especially inguessing games

2. Practical

- a. For the readers, hopefully, they can benefit from the baamboozle game.
- b. For teacher, it can be a reference for teacher to teach vocabulary by using baamboozle game.
- c. For researcher, it can be a reference in conducting research related to baamboozle games

E. Coverage

In this study, the researcher focuses on the use of baamboozle game to improve students' vocabulary mastery especially in noun terms

F. Definition of key term

1. Vocabulary

Vocabulary is a set of words that one can use to give meaning when listening or reading. These are words that are often less familiar to students and used less frequently. Individuals may be able to assign meaning to such words, although they may not know the full intricacies of their differences.⁹

2. Baamboozle Game

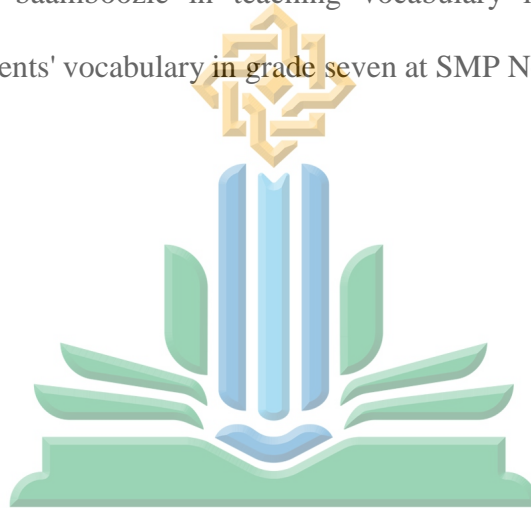
This baamboozle game is a game-style learning platform that

⁹ J. Charles Alderson and Lyle F. Bachman, *Assessing Vocabulary*. New York: Cambridge University Press, 2000.34.

works online to offer accessible and fun interactivity for the classroom. This baamboozle game can be used for teaching. The platform offers a wide selection of games to get your students started, but teacher can also add your own games.

G. Hypothesis

The hypothesis proposed in this study has the formulation: using a game called baamboozle in teaching vocabulary in English lessons can improve students' vocabulary in grade seven at SMP Negeri 2 Panti.



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CHAPTER II

LITERATURE REVIEW

This chapter presented the previous research and some reviews of relevant theorist and teaching vocabulary that are about baamboozle games.

A. Previous Research

In this section, the researcher list the result of previous studies, both published and unpublished researcher (thesis, journal, article, summary, and so on).¹⁰ Some of research that has been done related to research is as follows:

First, the study was belong to Irma and rukmana (2021) entitled "the impact of game - based learning modular helped by a baamboozle on the duplication activity abilities of primary school". This examination was conveyed at grade school of Al Hidayah. With a single group pretest and posttest design, the researcher used experimental quantitative research. Using the wilcoxon test data analysis method, the results showed that the mean score before treatment was 63.33 lower than the mean score after treatment, which was 91.90.

Second, the study was belong to Elisti Tuti Winaningsih (2022) entitled "the effectiveness of baamboozle and PAI teacher communication patterns in increasing students' learning". This research was carried at elementary school of Islamic Sinar Cendikia Serpong, Tangerang. The researcher used quantitative research. The researcher analyzed the teacher's communication patterns in motivating the students. The using baamboozle media are

¹⁰ Secretariat, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember, 2020), 113.

considered affective because Students were enthusiastic in participating in teaching and learning activities. And PAI teacher who considered effective in increasing students' learning motivation, the researcher collecting data by interview.

Another study was conducted by Maria NagePajo (2017) entitled "using games to improve vocabulary knowledge of the eleventh grade students of junior high school. The researcher used to qualitative study. Based on analysis, several things could be concluded. Games help the students to participate in the class by speaking in English. Games help to enrich their vocabulary, playing game can increase students motivation. Thought game. Students can give appropriate and enthusiastic responses in class. Game are an activity in which the learners play and interact with their friends and the teacher. Games to help students feel comfortable in learning English since the game were fun for them.

Fauziah (2018) did another study titled "the use of boggle game improved students' vocabulary in spelling aspect by linking the latters." The action research approach was employed by the researcher. By translating and rewriting, the Boggle game improves the meaning element. Every cycle demonstrated progress. In the first cycle, 32.2% of students passed the KKM test, while the second cycle increased to 67.8%.

Fatmawati (2020) did another study on the use of the Simon Says game to improve students' vocabulary. The researcher had conducted pre-experimental study. After performing research, the researcher discovered that

using the Simon Says game improved students' vocabulary. The proportion of students' pre- and post-test results and their frequency. 7 students (30,43%) were rated as good, 4 students (17,39%) were rated as reasonably good, 3 students (13,04%) were rated fairly, 8 students (34,78%) were rated poor, and 1 student (4,34%) was rated extremely poor during the pre-test. During the post-test, 9 understudies (39,13%) were delegated magnificent, 6 understudies (26,08%) named generally excellent, 1 understudy (4,34%) delegated great, 2 understudies (8,68%) named genuinely great, 4 understudies (17,39%) delegated decently, and 1 understudy (4,34%) named poor.

The Similarities and Differences of Those Researchers and This Research Were Presented in The Following Table

No	Research title	Similarities	Differences
1.	Irma and Rukmana (2021) entitled “the effect of game – based learning modal assisted by a baamboozle on the multiplication operation skills of elementary school”	<ul style="list-style-type: none"> The researcher used to baamboozle as learning media 	<ul style="list-style-type: none"> The researcher used to experimental quantitative research. The researcher used pre-test and post-test as their collecting data.
2.	Elisti (2022) entitled “the effectiveness of baamboozle and PAI teacher communication patterns in increasing students’ learning”	<ul style="list-style-type: none"> The researcher used to baamboozle as to media 	<ul style="list-style-type: none"> The researcher used to quantitative research. The researcher focus on analysis the teacher’s communication in motivating students.
3.	Maria (2017) entitled “using games to improve vocabulary knowledge of the eleventh grade students of junior high	<ul style="list-style-type: none"> The researcher used game to improve vocabulary. 	<ul style="list-style-type: none"> The researcher used to qualitative study. The researcher focus on

	school.		<p>implementing of game.</p> <ul style="list-style-type: none"> The researcher used to game for to help to students to participate in the class by speaking in English.
4.	Fauziah (2018)) entitled “ the use of boggle game improved students’ vocabulary in spelling aspect by linking the latters.”	<ul style="list-style-type: none"> The researcher used to action research method. The researcher used game to improve students’ vocabulary. 	<ul style="list-style-type: none"> The researcher used boggle game to media.
5.	Fatmawati (2020) the use of simon says game to improve students’ vocabulary.	<ul style="list-style-type: none"> The researcher used game to improve vocabulary students 	<ul style="list-style-type: none"> The researcher used simon say game to media. The researcher used to pre-experimental research . The researcher focus on improvement on students’ vocabulary after used to simon says game.

B. Theoretical Framework

1. Vocabulary

a. The Definition of Vocabulary

While vocabulary is essential for learning a foreign language, it can also be used for spoken and written communication. Hiebert defines vocabulary as understanding the meaning of words. One way to comprehend the meaning of a sentence or paragraph is to comprehend

the meaning of the words. Using vocabulary, you can give others clear and accurate explanations of concepts, emotions, things, or information. Despite the fact that it is done with words as well as with non-verbal communication or signal. According to Hackman,¹¹ Although the number of words a person knows is important, vocabulary is more than just a list of words. In the meantime, according to Hiebert and Kamil, vocabulary is a set of words that can be interpreted while reading or listening.¹² These are words that are frequently less notable to understudies and less successive being used. Even if they are unaware of the full nuances of the distinction, people may be able to assign them some kind of meaning.

Jargon is the establishment or premise of a language. Jargon is a method for self-articulation, translation and correspondence. To be able to effectively communicate those ideas, we need to learn more words.

According to Thoubury, learning the vocabulary of a foreign language will provide the learner with the following.¹³ The first is to make the right association between the structure and significance of words while learning a subsequent language, particularly recognizing the importance of firmly related terms. Second, the learner can use the correct word form to convey the intended meaning when producing language.

¹¹ Hackman., S., 2008. *Teaching effectively vocabulary*. Nottingham: Department for children, Schools and families.

¹² Hibert,E.h.8 Kamil,M.L.2005, *Teaching and learning vocabulary; Bringing Research to practice*.

¹³ Thoubury , S.2022, *how to teach vocabulary*. England education limited. P2.

According to Benjamin and Crow, vocabulary development should be placed at the center of the curriculum as it is the foundation of all students' academic achievement.¹⁴ This makes English one of the languages that students are required to learn in school and a foreign language that they have already learned since elementary school. Jargon is a part of language that is a significant specialized instrument for an individual. Typically, vocabulary is learned through spoken language. When asking questions or explaining something, many students, especially adults, prefer to communicate their thoughts verbally. In particular when it comes to communication, more words give you more ways to think about things and tools to prepare and solve problems. Words are blends of letters that structure significant units of things, action words, modifiers and intensifiers. In order to expand their knowledge, students should be able to use specific and frequently used tools.

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In conclusion, because vocabulary is the foundation of a language, it is very important to learn a foreign language, especially English. It is impossible to comprehend what other people are saying if you lack vocabulary. In this manner, one of the main parts of learning English is jargon.

b. The Kind of Vocabulary

According to Mary Lee Field and Jo Ann Aebersold, there are

¹⁴ Benjamin & crow, *vocabulary at the center*, new York, 2010.

two categories of vocabulary:¹⁵

- 1) Receptive vocabulary is vocabulary that readers recognize when they see it but do not use in writing or speech.
- 2) Productive vocabulary is the vocabulary that people actually use in writing and speaking

It can be deduced from the preceding explanation that there is vocabulary that readers are familiar with but do not employ. On the other hand, there is vocabulary that readers not only understand but also use, and it is typically used in both written and spoken communication.

Vocabulary is broken down into two categories by Edinburgh Gate:¹⁶ vocabulary that is both active and passive. According to the definitions provided above, receptive vocabulary and passive vocabulary words that people only know but do not use when communicating or writing have the same meaning. Passive vocabulary is words that someone understands but does not use. Active vocabulary is words that someone can use. Useful jargon has same importance with Dynamic jargon who individuals know and it is typically use to convey or compose something.¹⁷

In addition, he stated: Function words were separated from content words in vocabulary. The class of function words is closed;

¹⁵ Aebersold, Jo Ann and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge : Cambridge University Press 1997), 111.

¹⁶ Edinburgh Gate, Fairclough, and Noman. *Language in Social Life Series* (Language and Power, Harlow 1989). 98.

¹⁷ Jack C. Richard, et. al., *Longman Dictionary of Language Teaching and Applied Linguistics*. Malaysia: Pearson Education. 2002, 122

Prepositions, auxiliaries, modals, and any other structure word cannot be expanded upon. On the other hand, as new scientific advancements necessitate the use of new language and communication regarding new inventions, the content words can be expanded at any time. This indicates that people must be able to recognize both grammar and vocabulary in order to speak effectively in English.

Vocabulary is divided into general vocabulary and special vocabulary by Djalinus syah and Azimar Enong. The words that are used in general make up the general vocabulary, while the words that are used in a specific job, profession, or area of science and technology make up the special vocabulary. It can be deduced from the preceding definition that special vocabulary is limited to the specification of users or fields, whereas general vocabulary encompasses all fields and users and has general meaning and application.¹⁸

It is possible to draw the conclusion from the aforementioned explanations that experts have stated that different meanings exist for vocabulary; because of this, their ideas and definitions of vocabularies differ.

c. The Importance of Vocabulary

When learning English, vocabulary plays the most significant role and is one of the most critical aspects of language acquisition. Because we can accept the vocabulary used, no one can communicate

¹⁸ Syah, Djalinus & Enong, Azimar. *Hanya Satu Jam Sehari*. (Jakarta. CV. Simplex 1986). 56

with another person with variations in voice, pronunciation, or grammar. We can better comprehend the meaning of the words he uses to communicate by expanding our vocabulary. Being able to communicate in a foreign language is one of the primary objectives of learning it. Therefore, students must first recognize, comprehend, and master the target language's vocabulary. Language learners can better convey their messages and meanings to others by using vocabulary that has multiple meanings. As a result, it is easier for them to communicate and share ideas.

For the most part, jargon has fundamental capability to help the four significant abilities specifically tuning in, talking, perusing, and composing. Pikulski & Templeton expressed that a wide jargon is all the more especially prescient and intelligent of elevated degrees of perusing accomplishment for outcome throughout everyday life¹⁹ It indicates that by reading, people can improve their vocabulary mastery, which they can apply in their daily lives.

Vocabulary has frequently been seen as a fundamental component in language teaching; it is regarded as the most significant factor since it helps broaden students' intellectual development. Students must understand the meaning of words when learning a foreign language. Students should learn vocabulary in order to

¹⁹ Pikulski & Templeton, 2004. *The importance of vocabularies for student*, New York Cambridge university press. p.1.

understand what words signify. Wilkins in Thoumbury²⁰ states that Nothing can be communicated without vocabulary. Learning more words will result in the greatest progress in language. Words can be used to express almost anything. Furthermore, the more vocabulary (words) a person knows, the more thoughts can be articulated. It will also be simpler to understand the opinions of others. Vocabulary mastery is required in order to speak, read, listen, and write effectively.

Moreover, Hiebert and Kamil states that vocabulary holds a special place among the language components. Skill of development or one that can be seen as fully mastered is not vocabulary²¹. Meanwhile, Daller, Milton and Treffers-Daller say that vocabulary is an integral part of every aspect of language knowledge²². In addition, Since vocabulary is one of the primary predictors of school performance and learning success, it also plays a significant role in the lives of all language users.

Additionally, acquiring new vocabulary is essential for participating in a variety of social and professional roles.

In conclusion, vocabulary plays a crucial role in life because it helps with the four primary skills of listening, speaking, reading, and writing. Additionally, if students lack vocabulary, it will be difficult for them to comprehend what they are hearing, speaking, reading, and writing.

²⁰ Thoumbury, S 2022 *How to teach vocabulary*.

²¹ Hiebert, E.h., & kamil, m.L.,. OP.cit.p.2

²² Daller, Hmilton, & treffers daller, *modeling and assessing vocabulary knowledge*, 2007

d. Techniques in Presenting Vocabulary

Vocabulary can be presented in a variety of ways, including:²³

- 1) Pronounce the word correctly and clearly before writing it on the board The instructor first shows students how to pronounce the word correctly and clearly before asking the students to repeat it and then writing it on the board.
- 2) Persuade the class to recite the word aloud The instructor tries to persuade the class to recite the word aloud so that the students can better practice and comprehend it.
- 3) Ask the students to translate the word into their own language The instructor gives the students the word from the prepared text and also asks them to translate it into their own language.
- 4) Request that the students translate the phrase. Normally, the instructor peruses the text resoundingly and afterward has the understudies decipher the word.
- 5) Create a picture to illustrate the meaning of the word One strategy for explaining a new word is to create a picture of what it means.
- 6) Provide an example in English to demonstrate usage The instructor begins by providing an example in English, which the students then follow and repeat in the hopes of demonstrating usage.
- 7) Use the new word to ask questions. Follow the teacher's example and correctly repeat it. The teacher then tests students'

²³ Ramelan. *English Phonetic*. (Semarang : IKIP Semarang Press 1999), 51

comprehension by asking questions based on the new word.

Here, it can be argued that this method is excellent for all teacher to use because it provides many benefits, including: understudies can be aware, articulate, use, and see new word implies. In addition, the teacher must select a method based on the students' level, ability, and vocabulary requirements.

As stated by Jeremy harmer There are many situations in which classroom presentations and explanations are the best way to introduce new words:²⁴

1) Realia

Bringing "realia" into the classroom is one way to present words by bringing the things they represent. words like "postcard," "ruler," "pen," and "ball," among others can without a doubt be presented in this manner. The object is held up or pointed out by the instructor. gets students to repeat the word after saying it.

2) Illustrations

Illustrations can be used to convey the meaning of vocabulary words; Things can be drawn on the board or brought in by teacher. They are just as effective as hats, coats, cars, walking, sticks, smiles, and frowns at illustrating concepts like above and opposite words.

²⁴ Harmer, Jeremy. *The Practice of English Language Teaching, Fourth Edition.*(Pearson Longman:Harlow2007). 121

3) Mime, action, and gesture

It is frequently impossible to convey the meaning of grammar and words through pictures or realia. Activities, specifically, are most likely better made sense of by emulate. Using this method, concepts like smoking and running are simple to present; These include gestures, expressions, and prepositions like "to" and "toward." And eras (for instance, a hand jerked back over the shoulder to represent the past).

4) Contrast

Teacher observed how the sense relations between words can be used to teach meaning. We can show what "empty" means by contrasting it with "full," "cold," and "hot," and "big," by contrasting it with "small." By highlighting the contrasts in meaning, we can ensure our students' comprehension by presenting these ideas through imagery or mime.

5) Enumeration

The relationship between general and specific words is another sense relation. This can be used to convey meaning. We can enumerate or list a variety of items when we say "clothes" to explain this. The same is true for terms like "vegetable" and "furniture," for instance.

6) Explanation

Explanation It can be challenging, particularly at elementary

and beginner levels, to explain the meaning of vocabulary words. However, this method can be utilized with students who are more advanced. It is important to keep in mind that if you want to explain a word's meaning, you must also explain any relevant facts about how words are used. When attempting to explain the meaning of the word "mate," which literally translates to "friend," it is necessary to point out that it is a slang term used in a casual setting and that males use it more frequently than females do.

7) Translation

Translation is a quick and simple method for conveying the meaning of words, but it is not without its drawbacks. First of all, translating words isn't always easy, and even when it is, it may discourage students from interacting with the words, making it a little too easy for them.

2. Bamboozle games as Learning Media

a. The definition of bamboozle

This game is not an activity intended to pass time. According to Paul, game are fun activities that provide opportunities to practice foreign language in a relaxed and fun way. This bamboozle game is game style learning platform that work online to offer accessible and fun interactivity for the classroom. This bamboozle game can be used for teaching. The platform offers a wide selection of games to get your

students started, but the teacher can also add your own games.²⁵

According to Irma Retno Rahayu and Diki Rukmana, Baamboozle is an edugames model that is like a test rivalry, however runs on the web and understudies don't have to make a record. The Baamboozle website has the advantages of being practical, can be used without creating an account, and can be used for both offline and online learning. It encourages students to learn while playing so that children do not become bored with learning English and hopes that students will become more proficient in answering questions on the website.²⁶

According to wright,²⁷ the game is an entertaining and challenging activity. According to Bryne,²⁸ the game is governed by the rules. They should enjoy the game. Bamboozle game is a fun for users. The teaching – learning process game help students to practice their learning in the classroom.

Bamboozle is an edugames concept similar to a quiz competition, but it operates online and students do not need to register an account to participate. How to play: Ring the bell for eachgroup. The Baamboozle website has two advantages: it is easy to use even if you don't have an account, and it can be used for both online and offline learning. allowing students to play and learn at the same time so that

²⁵ Luke Edward, accessed January 24, 2022 <https://www.teaching.com/how-to/what-is-bamboozle>

²⁶ Susan M. B Chen, How to Give Effective Feedback to Your Students. (Virginia: ASCD, 2017), p. 2- 3.

²⁷ Wright.,A.,et.al, *game for language learning new edition*, (cambride university,p.1).

²⁸ Johari,a. et al,2018 interactive English language learning:Dizhle Language Game Journal of university Tecnology Mara, Sarawak Branch.p.3

they are not bored with English and so that they can become more proficient at learning it.²⁹

On the basis of the preceding definition, it is possible to draw the conclusion that bamboozle games were activities in which students engaged in play, assisted in expanding their vocabulary during the process of learning, and were able to entertain and enjoy the language they were learning.

Bamboozle is a platform for online education that teaches through games. You can also add your own games to the platform, which has a large selection of games to get your students started right away. As a result, as teacher add their own challenges to the resource pool, the content library continues to expand daily. To put it another way, Bamboozle is a web-based tool for making games that are fun and interesting. We all know how important games are in the classroom.

b. The Features in Bamboozle

Bamboozle is extremely simple to utilize, making it reasonable for a large number of ages, both as a gaming stage and a chance to support inventiveness. Teacher can use new methods to get students to work in groups or even present their work by allowing students to create quizzes if they so choose. Bamboozle has a built-in library of thousands of ready-to-play games across all subjects. In addition, this

²⁹ Krisbiantoro, B. (2020). *The effectiveness of gamification to enhance students' mastery on tenses viewed from students' creativity*. Journal of Advanced Multidisciplinary Research, 1(2).

easy game creation tool allows you to create and customize games in no time.³⁰

Bamboozle is a useful tool in the classroom, but it can also be used as an assistant for distance learning because it gives students a way to learn while also making the interactions with them more interesting. Because you can edit the game, you don't have to go off topic, which can help keep students engaged longer.

Questions are never in a similar request and can be taken from an enormous bank that you make. Because of this, each game is always different, so you can talk about a wide range of subjects without getting bored.

Time limits are optional, which can be beneficial in the classroom but can also be disabled for students who might find the additional pressure to be challenging. If you want, you can remove the added pressure by giving students the option to pass the question.

Each game has a maximum of 24 questions, which is enough to cover a wide range of topics in a time frame that is appropriate for classroom learning.

c. Advantages of Baamboozle Game

It is an application web-based educational game that provides a variety of interactive and interesting games. Same as wordwall platform it's community based so we can see and use games and

³⁰ Sharon Hall, "Game Play with Baamboozle" in <https://teacherfirst.com/blog/2019/08/game-play-with-bamboozle/> accessed on 17 March 2023.

quizzes that have been created by other members. The advantage of using Baamboozle is that you don't need to Register first to play the available games. Immediately can search for a variety of games by searching in the search box using keywords or by scrolling manually.

The advantages of this baamboozle game are many for use in the classroom, here are the advantages of using this baamboozle : the first, the game can be adapted to needs of your students. The second, this game is possible to work in groups and students don't need an account or code to play it. The third, on this bamboozle there are thousands of games that are already available³¹

Based on the above, it can be concluded that the advantage of this game is that it helps build a learning process that attracts students' interest in learning English vocabulary and also makes students aware of the important role of vocabulary.

The extraordinary thing about Baamboozle is that there are such countless advantages to involving it in the homeroom. They are:

- 1) The questions are selected from a bank that you create and never appear in the same order. As a result, no two games are the same.
- 2) You can modify the game to meet the requirements of your students. For instance, you can set a clock. Students benefit from time limits by staying focused on the task at hand. Check out these online timers without a doubt. You can also provide your students with the

³¹ Sharon Hall, "Game Play with Baamboozle" in <https://teacherfirst.com/blog/2019/08/game-play-with-bamboozle/> accessed on 17 March 2023.

opportunity to inquire in particular.

- 3) Students can come up with team names, which helps build teamwork. The team names can then be added to the game you make by editing it.
- 4) The game can be handily extended on a screen in your room which implies that your understudies don't must have a gadget to play the game.
- 5) To participate in the game, students do not require codes or accounts.
- 6) Making the games is simple. Additionally, you can play thousands of games created by other teacher whenever you want.

The fact that the Bamboozle game offers a learning environment with low stakes is one of its primary benefits. Students are more likely to feel at ease making mistakes and taking risks while learning because the game is intended to be fun and engaging. Students who may be reluctant to speak up in class or participate in traditional vocabulary drills may find this particularly crucial.

Additionally, the Bamboozle game is adaptable to a wide range of instructional settings. For instance, educators can involve the game as a feature of an entire class jargon illustration, as a free learning movement, or as a survey instrument for schoolwork tasks. The game's adaptability to various age groups and learning styles makes it a useful resource for educators.

In addition to enhancing vocabulary, the Bamboozle game can also be used to reinforce important language skills. For instance, the game can be used to improve skills in critical thinking, reading comprehension, and grammar. Students are more likely to see the relevance of their vocabulary studies in a broader context and to connect various aspects of language learning by incorporating these elements into the game.

Lastly, the Bamboozle game can be a useful tool for classroom differentiation. Different question sets can be created by teacher based on their students' needs and abilities, allowing for individualized instruction and learning. Educators can help ensure that all students are able to advance in their vocabulary development by adapting the game to each student's needs.

In conclusion, students can greatly benefit from playing the Bamboozle game by developing their vocabulary. The game can help students learn and retain new words, develop critical thinking skills, and connect various aspects of language learning by providing an engaging, low-stakes, customizable learning environment. For teacher hoping to improve their jargon guidance, the Hoodwink game is an important device to consider.

d. Teaching Vocabulary Using Baamboozle

From the observation of researcher through the Baamboozle application, in teaching vocabulary, teacher can make a Game based on

tools in Baamboozle, here the steps to making a good game in Baamboozle:

- 1) When you enter a game section, select "Play," "Study," "Slideshow," or "Edit" from the menu on the left.
- 2) When you play, you immediately have access to game options like Memory and Four in a Row, to name just two.
- 3) Study spreads out the picture tiles for you to choose right or wrong on each to suit the point.
- 4) Slideshow does the same thing, but it just shows the images and text for you to scroll through.
- 5) Edit, as you might have guessed, lets you make any changes to the quiz you want.

Groups can be made so you can part the class into two and have the gatherings contend or have one-on-one rivalries. Baamboozle keeps score so you can talk to the students as the games go on without being bothered by the results. You can customize games using "Edit," but if you want to make your own, you'll need to sign up with your email address.

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J E M B E R

CHAPTER III

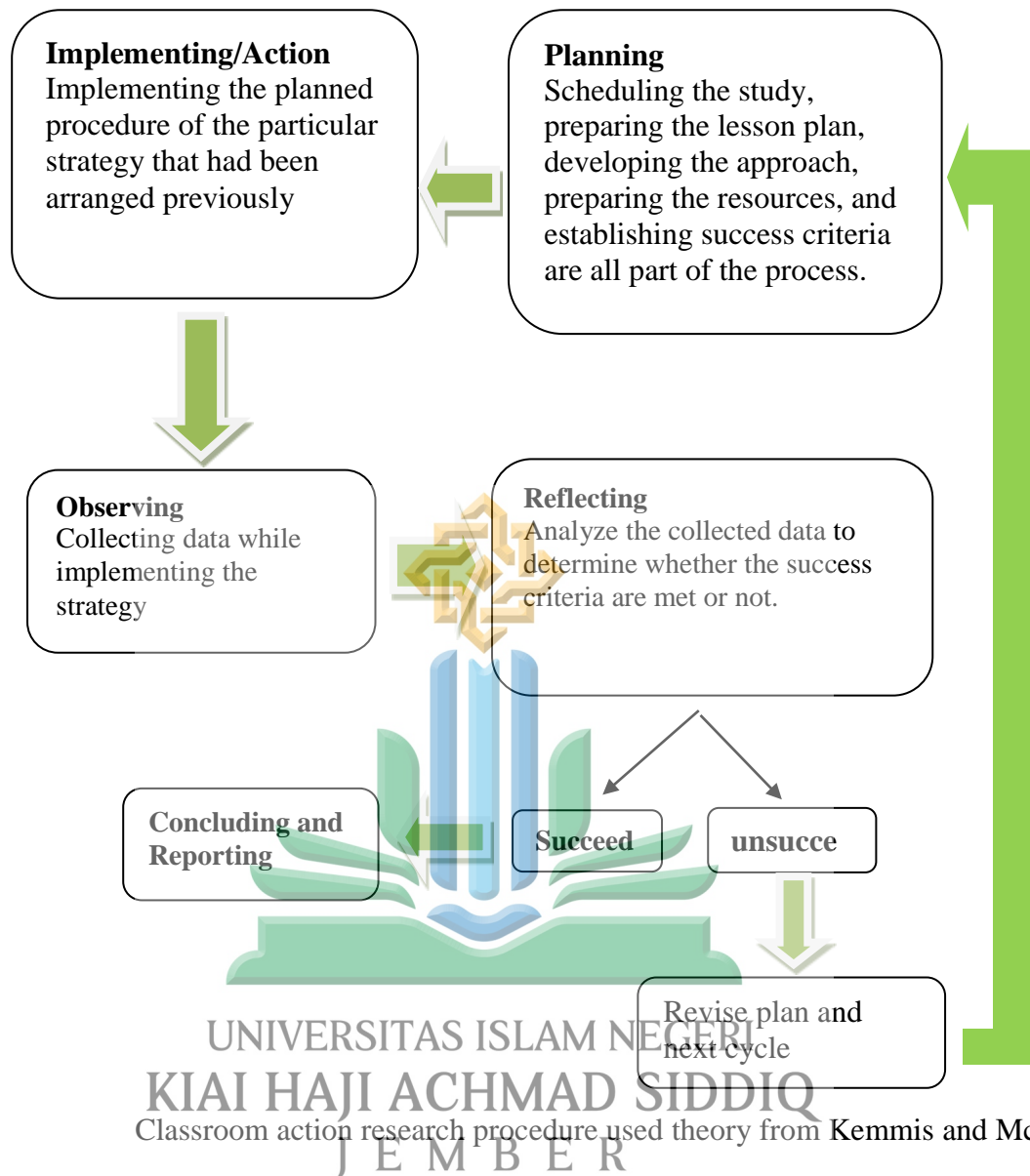
RESEARCH METHODOLOGY

The methodology used to conduct this research is detailed in this chapter. These include the research design, research location, research subjects, data collection methods, and data analysis. All these aspects are mentioned below:

A. Research Design

The study is categorized as classroom action research. A collaborative action research technique is one in which a facilitator works with a group of participants in their working environment to define and investigate specific challenges and needs. In this study, the researcher will take on the role of a genuine instructor, instructing the students. Meanwhile, the real teacher serves as an observer, observing the teacher who uses the baamboozle game to improve students' vocabulary during the teaching learning process. This study director to establish the teaching strategy in order to find out the solution to the classroom difficulty in the teaching of vocabulary because it deals with the classroom context.

Classroom action is a way to determine the best way in the classroom so that we can improve students' ability to learn. The purpose of classroom action research is to help teacher improve their teaching in their own classroom or school. Researcher used the classroom action research approach developed by Kemmis and McTaggart, which consists of four steps: planning, implementation, observation, and reflection. The improvement of the problem is brought about by a number of cycles. The picture is below:



Taggart

1. Planning

Planning involves organizing specific techniques that must be followed before conducting research. "Planning" involves "making a detailed and clear plan of action that will be taken to improve learning practices," according to Kemmis and McTaggart. The research schedule

is created by the teacher and the researcher.³² The researcher's planned research efforts were as follows:

- a. Make a schedule of research
- b. The material prepared by the researcher
- c. Researcher chooses media
- d. Observation sheet
- e. Researcher prepare a plan and success criteria.
- f. Baamboozle game steps and scoring sheet.

2. Acting / implementing

While the teacher acted, the researcher conducted the strategy action to collect information and data during the teaching and learning process. The researcher acted as the teacher and the English teacher acted as the monitor during the first meeting. The second meeting consisted of the English teacher implementing the baamboozle game and the researcher acting as the monitor. In the scenario, the baamboozle game action used:

- a. Pre-teaching
 - 1) Greeting
 - 2) Checking attendance
 - 3) Teacher ask to condition
 - 4) Prayer
- b. While teaching
 - 1) The teacher gives a detailed explanation the use of vocabulary

³² Sharon Hall, "Game Play with Baamboozle" in <https://teacherfirst.com/blog/2019/08/game-play-with-baamboozle/> accessed on 17 March 2023.

- 2) The teacher delivered the material of baambozle game
- 3) The teacher make some group of the students
- 4) The teacher determined the best work of the group of the students

c. Post-teaching

- 1) Asking the difficult the material
- 2) Concluding the lesson
- 3) Closing and prayer

3. Observing

The observation is undertaken on the entire vocabulary and learning process. Each cycle, the researcher will monitor the classroom while carrying out the action. The researcher observed the classroom conditions, students' vocabulary activities, their reactions to the material in the teaching and learning process, interactions, students' enthusiasm, and exercises.

4. Reflection

Reflection refers to the examination and interpretation of the findings of classroom action research, which can lead to additional lesson preparation to address weaknesses³³ At this stage, the researcher assesses the results of students' vocabulary tests using the average score formula and the percentage of students who pass the Minimum Completion Criteria (KKM) in terms of data analysis and success criteria, as well as observation results. If the experiment is effective, then the researcher can complete it. the results do not meet the success criteria, then the researcher must change

³³ Kemmis and McTaggart, *The Action Research Planner*, (Victoria: Deakin University, 2000) 10.

the plan and continue to the next cycle.

B. Research Setting

This study is carried out at Panti State Junior High School. The Panti Jember site. The researcher chose this school because the Baamboozle game approach had never been used there before, and the teacher agreed if the researcher conducted this study with the aim of improving students' vocabulary. In addition, students had vocabulary problems, thus the researcher opted to conduct this investigation at state junior high school 02 Panti.

C. Research Subject

Students in the VIIC grade of state junior high school 2 Panti are the focus of this study. There were 31 students in the class. There are six classes in the state junior high school. Because the students' vocabulary is low, the researcher concentrated on VIIC of state junior high school 02 Panti³⁴ The students had some vocabulary issues, couldn't pronounce words correctly, frequently forgot the vocabulary, and shy when the teacher inquired³⁵ A new technique is required to assist them in improving their vocabulary. The researcher and teacher chose the baamboozle game technique because it thought to be the best way to solve the students' problem.

D. Data Collection Method

The researcher used the following data collection methods to obtain the:

³⁴ Seketariat , *pedoman penulisan karya ilmiah*,(jember,UINKHAS jember,2021)116

³⁵ Interview English Teacher.

1. Primary data

Vocabulary test

The researcher gave a vocabulary exam in order to get study results and students' participation in the teaching and learning process. The vocabulary learning test featured multiple choice questions. There were 25 items in all. The researcher and collaborator might take the students' scores from this test and used to assess the students' vocabulary improvement.

2. Secondary Data

a. Observation

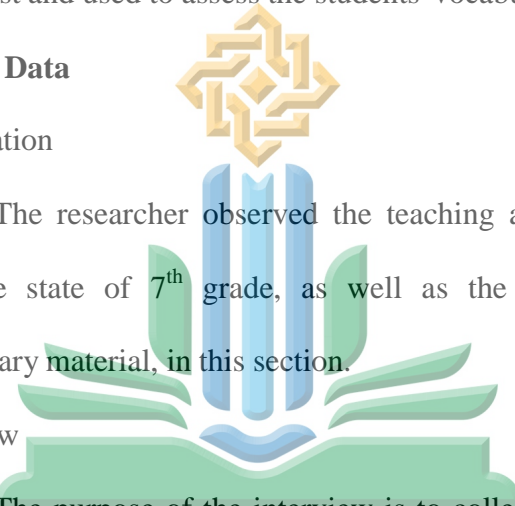
The researcher observed the teaching and learning process to find the state of 7th grade, as well as the students' responses to vocabulary material, in this section.

b. Interview

The purpose of the interview is to collect data on the problems that occurred in class by asking the teacher about the students' problems, particularly in vocabulary. The researcher then discovered the reason behind the students' low English scores. Thus, the researcher acquired data on students' vocabulary through interviews with teacher.

c. Document review

The researchers collected data through document review, such as the school profile, which contains the history of the school, and the vision and mission of the school.



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JEMBER

E. Analysis of Data

The data that is analyzed in this study came from the observation of students' activities during the process, as well as interviews conducted prior to and after the execution of the classroom action research (CAR). The research used these steps to examine students' vocabulary results to determine if their vocabulary had improved. The researcher used the following formula to get the students' mean scores:

$$Mx = \frac{\sum x}{N}$$

Note:

Mx = The average score of students

X = the total of all students' score

N = total of the students

The percentage of students who successfully passed post-test 1 is:³⁶

$$E = \frac{n}{N} \times 100$$

Note:

E = Students achieving percentage

n = students achieved the minimum score.

N = Total of the students.

F. Criteria Of Success

This study is regarded successful if the research objective is met. In this study, the indicator is the achievement of the minimal score by students; 75 is equal to more than 75% of the total of the students in the class.

³⁶ Ali, Muhammad, *Strategi Penelitian Pendidikan*, (Bandung: Angkasa, 2003), 186

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

The research findings and discussions are presented in this chapter. The aim was to provide research results that answer the problems presented in the first chapter. Descriptions are based on vocabulary test results and observation reports.

A. Description of the Research Object

1. History of SMP Negeri 2 Pant

SMP Negeri 2 Pant was established in 1999. It is located on Jl. Rajawali 108 Kemuningsari Lor Village, Pant District, Jember Regency. The geographical location of SMP Negeri 2 Pant is in the countryside with terraced land contours, precisely on Jalan Rajawali 108 Kemuningsari Lor, Pant District, Jember Regency, with a land area of 6,030 m²/SHM. The condition of SMP Negeri 2 Pant is on the edge of the highway to Pakis Village and Badean Village. In the front and right side of the school area there are rice fields, while at the back and left side there are fruit orchards owned by local residents. There are + 3 primary schools in the south and + 4 primary schools in the north, most of whose graduates continue to SMP Negeri 2 Pant.

2. The Profile of The School

- a. School Name : SMPN 02 PANTI
- b. No. School Statistics : 201052416151
- c. School Accreditation : A
- d. Complete Address of School : Jl. Rajawali 108 Kemuningsari Lor

Jember Kabupaten, East Java Proviencie

- e. School NPSN :20523860
- f. Name of Head Master :Risa Aries Diana Mr, S.Pd, M.Pd
- g. No. Tel. :0331-712377
- h. Building Status :Negeri
- i. Email :smpn2pantijember@yahoo.co.id

3. Vision, Mission and Indicator of SMPN 02 PANTI

Vision :

The realization of people with faith, science and technology, culture and environmental insight.

Mission :

- a. To complete religious activities aimed at increasing faith and piety towards God Almighty.
- b. Following the development of science and technology with existing resources.
- c. Instilling a culture of love for the environment and environmental resources as a source of learning.

Indicator :

- a. The realization of various religious activities that lead to the formation of positive student behavior and character.
- b. The realization of students who have the awareness to behave, behave well, and respect and appreciate others.
- c. The availability of various facilities and infrastructure that support the

improvement of science and innovation.

d. The realization of the school community's awareness to always follow the development of science and technology.

e. Implementation of environmentally sound curriculum development.

f. The realization of various activities that lead to a culture of love for the environment.

g. The realization of students who have concern for the environment.

4. Selected Program (extracurricular activities)

a. Compulsory extracurricular lesson: Scout

b. Optional Extracurricular: Natural Sciences (Olympiads), Scientific Presentation, Indonesian Literature (Poems and Stories), Graphic Design and Sewing.

5. Facilities and Infrastructures

Tabel 4.1

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NO	FACILITIES	AMOUNT	CONDITION
1	Principal's office	1	Good
2	Teacher's Room	1	Good
3	Teacher's Toilet	3	Good
4	Musholla	1	Good
5	Classroom	18	Good
6	Library	1	Good
7	Administration Offices	1	Good
8	Canteen	1	Good
9	Hall	1	Good
10	Living Room	1	Good
11	IT Room	1	Good
12	Guidance and Counseling Room (BK)	1	Good

13	Students Council Room	1	Good
14	UKS Room	1	Good

B. Research Finding

This section included the findings of the classroom action research. The Kemmis and McTaggart model was employed in this study. From the beginning to the end of the teaching and learning implementation, the research findings were obtained. This study was carried out at Panti Junior High School in the academic year 2023/2024. In each cycle of this classroom action research, there were three meetings. The goal is to determine whether or not students' vocabulary has improved. The following explanation is provided below:

1. Research Findings in the Pre- Cycle (Before the Action)

In the first place, the analyst talked with the English educator and understudies of Panti Jember. The students' issues with the teaching and learning process were the focus of this interview exercise. Observation activities were conducted following the interview to examine the students' learning process and conditions during the teaching and learning process.

The meeting with an English educator uncovered that the understudies' jargon stayed low. The researcher was informed about the students whose English grades were low by an English teacher. Educator expressed that the class got the most reduced score, and the English educator likewise talked about the hardships that understudies in the class experienced during the instructing and educational experience. Students

cannot pronounce the terms correctly and fluently, students cannot speak because their vocabulary is limited, and some students are afraid of making mistakes, being laugh at by their peers, and feel scared when using incorrect grammar.

The program was designed to help students improve their language skills. One exercise was created by the researcher. Researcher obtained the students' scores from the English teacher at state junior high school 2 Panti Jember for this study. The researcher aspect assessment of students' scores and the pre-cycle vocabulary assessment of students' scores are identical. According to the pre-cycle results, several students met the Minimum Completion Criteria 75 with the lowest score. The following were the students' pre-cycle scores:

Table 4. 2
Students' Score from pre-cycle

No.	Name of Students	Student Score
1.	ARK	60
2.	AGS	64
3.	AH	56
4.	ARL	48
5.	AF	68
6.	AM	56
7.	ATH	60
8.	ES	64
9.	FMR	48
10.	FMJ	60
11.	HR	56
12.	HFPA	80
13.	HNH	60
14.	IZMA	68
15.	IR	56
16.	ISR	56
17.	IM	80
18.	IZW	79

19.	LH	56
20.	MM	77
21.	MD	60
22.	MSF	60
23.	MMAA	76
24.	MN	48
25.	MDI	56
26.	MHH	60
27.	PW	80
28.	RMP	48
29.	RS	56
30.	SMLR	48
31.	VGRP	68

2. The cycle 1

In this cycle, there were four steps in the implementation of the cycle: planning, action, observation, and reflecting. The following are the specifics of the activity:

a. Planning

To begin, the researcher met with a teacher of English to investigate vocabulary issues that students were having during the teaching and learning process. At Panti Jember State Junior High School, the researcher spoke with an English teacher. The students' vocabulary remained low, according to the interview with an English teacher. Researcher was told by the English teacher about students who had low English scores. Those students had the lowest scores, according to the teacher, and an English teacher also mentioned the challenges those students faced in class during the teaching and learning process. The understudies battled with English jargon issues, for example, apprehension about committing errors, feeling of dread

toward being mocked by their companions, feeling of dread toward talking English since they didn't have any idea how to articulate words accurately, and feeling of dread toward utilizing some unacceptable punctuation.

English teacher stated that they use various strategies to improve students' vocabulary when teaching English. During the teaching and learning process, the teacher may use an explaining approach, but the students are not engaged in the class. They sometimes try to make students practice vocabulary by asking them to repeat the terms, but this strategy results in students becoming uncomfortable and afraid to practice.

Following the discussion with the English teacher, the researcher interviewed the students to learn about their problems. The results of interviews with students revealed that they disliked English class since it was difficult. They claimed that in English class, they should produce vocabulary on their own, but they were unable to pronounce the term correctly. They were afraid to practice their language in front of their friends. They stated that they also struggled with writing skills since they had no concept how to write a vocabulary; they could write first what they would say, then open their dictionary if they did not know the vocabulary.

Scientist noticed the homeroom situation to see more about understudies' jargon issues during the educating and growing

experience to affirm the responses from the English educator and understudies. Throughout the teaching and learning process, the instructor employed conventional methods of instruction, sometimes requiring students to repeat the instructor's instructions and assigning assignments based on the textbook and student worksheets. The perceptions yielded similar proclamations from educators and understudies as the meetings.

After conducting interviews and observing the classroom situation, the researcher concluded that the students needed new techniques or media to improve their language skills. The teacher had always used traditional methods or role-playing strategies to improve students' vocabulary, but the strategies failed, the classroom situation remained monotonous, students remained sleepy and lazy during the learning process, and their vocabulary test scores did not improve.

As a result, the researcher concluded that students need a new strategy in learning so that students can follow the lessons with enjoy and enthusiasm, arouse interest in teaching and learning, and improve their vocal abilities, and media can solve students' ventilation problems during education. As a colleague in this study, the researcher asked about the bamboozle game as a teaching and learning resource to improve students' vocabulary. The English teacher agreed when the researcher used the Bamboozle game to teach vocabulary because the teacher had never used the Bamboozle game as a vocabulary teaching

tool.

In addition, researcher and English teacher analyzed the program. The researcher also develops a lesson plan (RPP) for the teaching and learning process and prepares materials and learning materials in accordance with the core competencies and competencies of the program. These can be found in appendix (4).

Review of problems identified in student vocabulary. Research and English teacher have planned to implement the game baamboozle by applying this game, it is hoped that the problems that students face can be solved. During this planning process, the researcher prepared lesson plans, materials, materials, assessment sheets, scrambled game stages observation sheets, and success criteria. The researcher and the English teacher developed a lesson plan that included appropriate materials as well as the process of making the sack throwing game. The lesson plan focused on the sack throwing game and the materials were the objects in the game. class. The researcher and teacher have designed two meetings to teach and memorize the material and one session to take the test.

b. Action

The acting stage, researcher used Baamboozle game to educate and learn. The researcher acted as an English teacher who taught seventh grade students at SMP Negeri 02 Panti by using the Baamboozle game.

There are three activities in the classroom. There are three activities, namely pre-activities, core activities, and post-activities. Opening activities include prayers, greetings, and checking the attendance list. Core activities included the researcher explaining the subject matter and applying the baamboozle game strategy related to the material to help students improve vocabulary. The material was reviewed as a post-action activity. Description of the action implemented:

The first meeting was conducted on Thursday, January 12nd 2023 at 07.00 – 08.30. In this meeting. The researcher focused on the students' vocabulary and pronunciation abilities during this meeting. The researcher began the meeting by greeting, praying, inquiring about the students' condition, and checking the student attendance list. The researcher offered a basic English statement as a question to encourage students to respond their English. "Good morning, students!" How are you today?. Before explanation the material, the researcher gave simple questions to the students, like (1) Do you know , what it is?.....(desk), (2) Do you know the English was to Bola Dunia?. Almost all students were silent because they did not understand the question and possibly, because they were anxious and afraid. The question was then translated into Indonesian by the researcher. The students responded enthusiastically after knowing the purpose of the researcher's query.

In the main activity, in the first meeting, the researcher explained the things in the classroom, and also gave the examples. The researcher asked the students “what the difference of table and desk?” the students could not answer. The researcher explained the difference of table and desk. If table for to teacher and no lockers, if desk for to students and there lockers to store bag and book. And next question “what tools to write at blackboard?” the students could not answered. So that explained in detail what things were in the classroom. After explained the material. the researcher review and conclude the materials, as like the students pronunciation, vocabularies etc. finally, the bell rang and the teacher close the meeting by reciting hamdalah together and saying salam.

In the second meeting was conducted on Thursday, January 19th 2023. At 07.00-08.30. The researcher as observer and the teacher review the previous material and anyone who still remembers the previous material, come to the front of the class. And the teacher implement the Baamboozle Game about vocabulary. Next, in acting the Baamboozle Game:

- 1) Teacher divides students into eight groups of four students, and students are free to choose their own friends.
- 2) Researcher provide direction about playing the game, that's game must answer the questions that have been asked by the game. If correct then the group got a point, if the group was wrong and does

not answer within 5 seconds, then the point was 0.

- 3) Each group looked at the question in the game and answered it.
- 4) This group guesses something in the game about vocabulary.
- 5) Then teacher finished the game and announced the winner.

After the game was over, The winner of the first group received a score of 80. The teacher review and conclude the materials, as like the students pronunciation, vocabularies etc. finally, the bell rang and the teacher closed the meeting by reciting hamdalah together and saying salam.

In the third meeting was conducted on Thursday, January 26th 2023 at 07.00 - 08.30. the researcher conducted a test to see the score of the students. The researcher used multiple choice and there were 25 questions. The students work quietly. Finished working on gathered at the teacher's table and waiting for the bell to ring. Finally, the bell rang the researcher closed the meeting by reciting hamdalah and saying salam.

c. Observation

In this section, observations were students' vocabulary by giving vocabulary tests to students to determine the improvement of students' made by the researcher. In the first meeting, some students were still difficult to condition, such as some students who talked to themselves and joked at the back. Although students were a little noisy in the classroom, it made students enthusiastic to listen to material

about vocabulary.

In the observation stage, researcher collect data on the use of bamboozle games to improve vocabulary, the tests used in this study are multiple choice tests and the tests are carried out individually. At this meeting all students were present in the class.

Researcher started the vocabulary test. All students were ready to come forward to explain the vocabulary. In this test the researcher opened by asking the students, who wanted to be the first to practice the vocabulary. One of the students came forward to practice the vocabulary by speaking. He explained the vocabulary confidently, and also he explained the vocabulary correctly and fluently.

After that, researcher randomly selected students to explaining their vocabulary in front of the class. Researcher saw that there were some students who nervous and embarrassed to explain and practice the vocabulary in front of the class. At times, they forgot the vocabulary. Researcher sometimes helped them to remind the vocabulary by repeating the vocabulary that was difficult for them to say. This made the students speak slowly.

In addition, When the researcher asked them to practice the language in front of the class, some children became very frightened and scared. As a result, the students just kept quiet while trying to memorize the language. In the final analysis, the students were unable to practice the terminology correctly. Even though some students were

still apprehensive and nervous to practice the language in front of the class, most students were quite eager to do so. The other students who are willing to practice in front of the class could correctly and gradually describe the vocabulary. They could communicate clearly and fluently. The students who were still waiting to be called forward by the researcher were quite noisy and sleepy. In addition, there are some students who study and try to remember and memorize the vocabulary before the researcher calls them to take the vocabulary test. After that, the test ended. Then, the researcher gave advice to the students about their vocabulary test, and said greetings and left the class.

The second meeting, it was easier to condition compared to the first meeting, this was due to students' interest in learning English using the Baamboozle game, although there were some students who joked but students still paid attention and followed the game.

d. Reflecting

In this reflection, the researcher used the bamboozle game to assess students' language skills during the teaching and learning process. The researcher conducted the evaluation by reviewing the collected data. We analyzed the students' observation data from the first meeting, the vocabulary test written by the English teacher, and the students' vocabulary scores.

After conducting the first cycle, researcher conducted an

evaluation in the teaching and learning process at the end of the first cycle meeting. Based on the results of the analysis of student vocabulary scores in post-test 1, it has not yet reached the success criteria, namely 75% of students must reach the Minimum Completion Criteria (KKM). The results showed that the students' total score was 2152. This means that 11 students met the success criteria while 20 students did not meet the success criteria. As can be observed, only 35% of students met the Minimum Completion Criteria. So, the average score of the students is:

$$Mx = \frac{\sum x}{N}$$

Note:

Mx = The average score of students

X = Total all students' score

N = total of students

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The percentage of students who successfully passed post-test 1

was:

$$E = \frac{n_x}{N} \times 100$$

Note:

E = Students achieving percentage

n = Students achieving minimum score.

N = Total of students.

$$= \frac{11}{31} \times 100$$

$$= 35\%$$

The post-test findings showed that the actions in cycle 1 did not meet the success criteria, the researcher opted to conduct cycle 2 in order to improve students' vocabulary advancement.

3. The cycle 2

a. Planning

At this stage, researcher together with collaborators plan actions related to the preparation of Baamboozle learning materials, media, and determine success criteria. At this stage, the scientist makes an activity research plan in view of the issues looked by understudies about jargon.

As well as making lesson plan, These can be tracked down in appendix (4). In addition, observation sheets were created by the researcher for the purpose of determining whether or not student and researcher activities during the teaching and learning process were in line with the lesson plans that had already been created. In addition, the researcher prepared post-test 2 in order to collect data on the improvement in student scores from post-test 1 to post-test 2.

b. Action

The first meeting was held on Thursday, February 2, 2023 from 07:00 to 08:30. In this meeting, researcher focus on students' vocabulary and pronunciation skills. The researcher started the

meeting with a greeting and a prayer. Inquire about student status and check student records. Researcher use simple English sentences to create a student that encourages students to answer and practice English. For example: "Good morning guys? How are you today?". Before explaining the material, the researcher asks the student a simple question such as (1) Do you know what this is?... (rubbish), (2) Do you know that English means (bookshelf)? Almost all the students remain silent because the students do not understand the question and there may be other reasons for their nervousness and anxiety. The researcher then translate the question into Indonesian. After understanding the meaning of the researcher's question, the students responded enthusiastically.

In the second meeting was conducted on Thursday, February 09th 2023 at 07.00-08.30. The researcher as observer and the teacher review the previous material and anyone who still remembers the previous material, come to the front of the class. And the teacher implement the Baamboozle Game about vocabulary. Next, in implementing the Baamboozle Game:

- 1) Teacher divides students into eight groups of four students, and students are free to choose their own friends.
- 2) The students discuss with their group mates to remember the learning and understand the material that has been taught by the teacher.

- 3) Researcher provide direction about playing the game, that's game must answer the questions that have been asked by the game. If correct then the group got a point, if the group was wrong and does not answer within 5 seconds, then the point was 0.
- 4) Each group looked at the question in the game and answered it.
- 5) This group guesses something in the game about vocabulary.
- 6) Then teacher finished the game and announced the winner.

After the implementation, the winner of this game was the second group got 90 score.

In the third meeting was conducted on Friday, February 10th 2023 at 07.00-08.30. The teacher review and conclude the materials, as like the students pronunciation, vocabularies etc. and next the students to do test used multiple choice there were 25 questions. Finished working on gathered at the teacher's table and waiting for the bell to ring. Finally the bell ring the researcher closed the meeting by reciting hamdalah together and saying salam.

c. Observation

observation was conducted for the last time. In the first meeting of cycle 2, the observer saw that the students were interested in the lesson. In the second meeting, the observer saw better classroom conditions. The students already knew how to divide the groups and the students did not make noise in the classroom. The students were interested in following the teacher's instructions to play

the game through Baamboozle.

d. Reflection

The results showed that students' vocabulary increased by using Baamboozle game. The average of the first period was 69.4 with a percentage of 35%. The results of test 2 showed that the total score of the students was 2468 and the average was 79.6% with 87%. This shows that 27 students did not meet the passing criteria and 4 did not meet the passing criteria. As a result, the average score of the students was as follows:

$$Mx = \frac{\sum x}{N}$$

Note:

Mx = The average score of students

X = the total all students' score

N = total of the students

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$$\begin{aligned} &= \frac{2468}{31} \\ &= 79,6 \end{aligned}$$

The percentage of students who successfully passed post-test 2 was:

$$E = \frac{n_x}{N} \cdot 100$$

Note:

E = Students achieving percentage.

n = Students achieved the
minimum score

N = Total of the students.

$$= \frac{27}{31} \times 100$$

31

$$= 87\%$$

The following was the vocabulary score below:

The Improvement of Students' Vocabulary Score

No	Initial of students	Students' vocabulary score		
		Pre-test	Post-test I	Post-test II
1.	ARK	72	76	84
2.	AGS	64	72	76
3.	AH	56	68	84
4.	ARL	48	76	80
5.	AF	68	72	76
6.	AM	56	60	68
7.	ATH	60	72	76
8.	ES	64	68	84
9.	FMR	48	72	76
10.	FMJ	68	76	84
11.	HR	56	60	68
12.	HPPA	72	76	92
13.	HNH	60	68	76
14.	IZMA	68	72	80
15.	IR	56	76	84
16.	ISR	56	60	76
17.	IM	72	76	84
18.	IZW	78	60	92
19.	LH	56	60	68
20.	MM	76	76	80
21.	MD	60	72	84
22.	MSF	56	68	76
23.	MMAA	76	48	80
24.	MN	48	76	80
25.	MDI	56	60	68
26.	MHH	60	76	80
27.	PW	76	60	92

28.	RMP	48	72	76
29.	RS	56	76	84
30.	SMLR	48	76	80
31.	VGRP	68	72	80
Total		1898	2152	2468
Mean		61,2	69,4	79,6
Percentage		12	35	87

Based on the above data, the students average score on the pre-test was 612 and the percentage of students who passed the pre-test was 12%. This means that 4 students passed the criteria and 27 failed. The average score of students on Posttest 1 was 69.4 and the percentage of students who passed Posttest 1 was 35%. This means that 11 students met the requirements for success, while another 20 students did not. The mean score of students on Post-Test 2 was 79.6 and the percentage of students who passed Post-Test 2 was 87%. This shows that 27 students did not meet the passing criteria and 4 did not meet the passing criteria.

In addition, when students apply the baamboozle game strategy, they have to practice their vocabulary with their friends. They can guess others while playing the game, so they can speak fluently without hesitation. If there were some mispronounced or wrong vocabularies, the researcher gave the correct vocabulary directly. In a relaxed situation, students enjoy the learning process, they were not nervous anymore. In this relaxed situation, students enjoy the learning process, so they were easier in guessing something in the baamboozle web. This situation certainly has a good impact on their vocabulary

and pronunciation skills. The competition made the students give their best effort to be the winner. This encourages them to speak up and express their thoughts. It can be said that by implementing the charades game strategy, the classroom atmosphere has changes for the better, making it easier for students to learn the material, especially in terms of speaking. especially in terms of speaking. This means, there were significant results in the significant results in the application of the word bamboozle game strategy in cycle 2 which can improve students' vocabulary. Especially in pronunciation and vocabulary.

Furthermore, in post-test 2, the English teacher said that the students achieved significant improvement and reached the target score. significant improvement and achieved the target score, the post-test 2 scores were satisfactory and most students achieved the target score with high satisfactory and most of the students achieved the target score with a high score because when applying the charades strategy, they relaxed and enjoyed themselves. because while applying the charades game strategy, They relaxed and enjoyed saying and they were more confident in explain and guessing the vocabulary displayed on the screen. It can be concluded that the application of the guessing game strategy made their vocabulary better than before. After practicing by using the guessing game strategy makes students practice pronunciation more and produce more vocabulary with their own ability. The students produced more vocabulary with their own

abilities that they had prepared beforehand. Proper instruction and describing activities make them accustomed to communicating in English. to communicate in English. In addition, they also have more opportunities and time to practice. This makes their English more fluent and grammatically correct.

C. Discussion

This subsection presents the key points of the general summary of the of the first and second cycles of this action research. It has been said previously that this study aimed to improve students' vocabulary skills through baamboozle game. This study sought to answer the question of using game strategy to improve students' vocabulary in seventh grade VII grade of SMPN 2 Panti in academic year 2023/2024.

The application of the baamboozle game strategy can help students to improve their vocabulary in guessing something in the classroom. This can be seen from the students' scores which increased gradually. Based on preliminary study data Based on the preliminary study data, the average score of students was 61.2 and the percentage of students who reached the target was 12%. students who reached the target was 12%, this proves that students' vocabulary skills are still low.

Furthermore, the students' vocabulary test results showed that the average score was 69.4 in post test 1 where there were 11 students who reached the minimum completion criteria (KKM) or 35% of the total number of students. Meanwhile, 20 students were still below the criterion. The results

of students' vocabulary scores in post test I can be said to be unsuccessful because students' vocabulary scores have not reached the success criteria.

Meanwhile, based on the students' vocabulary test in post test 2, the results showed that the average score was 79.6 where there were 27 students who reached the minimum completeness criteria (KKM) or 87% of the total number of students. Meanwhile, 4 students were still below the criterion. The results of students' vocabulary scores in post test 2 can be said to be successful because students' vocabulary scores reached the success criteria.

The use of the baamboozle game strategy was surely beneficial to improve the students' vocabulary. In this study, the students were more active in guessing things in the classroom. All students worked in groups to win the game, and they can speak in front of their friends fluently. It can be seen from how the students enjoy and relax during the learning process when they learn to speak by using the game strategy. Lewis argues that games provide a safe environment to deal with new learning. When students are having fun, they are more likely to take risks, make mistakes without experiencing a sense of failure, and try to take their initial feelings and use them in everyday life.³⁷

Wilkins in thourbury states that nothing can be communicated without vocabulary. Learning more words will result in the grates program in language. Words can be used to express almost anything. Furthermore, vocabulary (word) a person know, the more thought can be articulated. It also be simpler to understand the opinion of others. vocabulary mastery was

³⁷ G Lewis, *games for children* (New York: Oxford University Press, 1999) 28

required in order to speak, read, listen, and write effectively.³⁸

Furthermore, from implementation researcher used the theory that has been said by Jeremy harmer, classroom presentation and explanation used realia, illustration, contrast, enumeration, explanation and translation³⁹. Therefore this was a quickly and simple for conveying the meaning of words and easy for students from interacting with words, making it little too easy for them. In applying bamboozle game, the researcher asked the students to explain about things in the classroom to practice their vocabulary.

In addition, Baamboozle was a web-based tool for making games that fun and interesting. This baamboozle game style learning platform that work online and can be used for both offline to offer accessible and fun interactivity for the classroom. This bamboozle can be used for teaching learning vocabulary⁴⁰. Additionally, the bamboozle game can adapted to a wide range of instructional setting, for instance, educators can involve the game feature of an entire class jargon illustration, as a free learning movement or as a survey instrument for schoolwork task.

Therefore, previous research researched by Elisti entitled "the effectiveness of bamboozle games and communication patterns of Islamic religious education teachers in improving student learning". the study analyzed the teacher's communication patterns in motivating students and bamboozle media was considered effective because students were enthusiastic

³⁸ Thombury,S 2022 *How to teach Vocabulary*

³⁹ Harmer, Jeremy. *The Practice of English Language Teaching, Fourth Edition*.(Pearson Longman:Harlow2007).121

⁴⁰ Luke Edward, *teaching using baamboozle* 2004

in participating in teaching and learning activities. Islamic religious education teachers who consider effective in increasing student learning motivation, this research collects data by means of interviews.

The fact that the Bamboozle game can be easily modified to meet the requirements of the students was yet another advantage. The game can be adapted to the vocabulary words that teacher are teaching by creating their own question sets. This enables teacher to provide targeted instruction and concentrate on the individual requirements of their students.

Additionally, the Bamboozle game may aid in vocabulary retention and recall. By utilizing the game to audit recently educated jargon, understudies are bound to recall the words long haul. Additionally, the game provides a review of the words and their meanings, which may assist in enhancing students' comprehension.

In addition to enhancing vocabulary, the Bamboozle game can also be used to reinforce important language skills. For instance, the game can be used to improve skills in critical thinking, reading comprehension, and grammar. Students are more likely to see the relevance of their vocabulary studies in a broader context and to connect various aspects of language learning by incorporating these elements into the game.

Lastly, the Bamboozle game can be a useful tool for classroom differentiation. Different question sets can be created by teacher based on their students' needs and abilities, allowing for individualized instruction and learning. Educators can help ensure that all students are able to advance in

their vocabulary development by adapting the game to each student's needs.

In conclusion, students can greatly benefit from playing the Bamboozle game by developing their vocabulary. The game can help students learn and retain new words, develop critical thinking skills, and connect various aspects of language learning by providing an engaging, low-stakes, customizable learning environment. For teacher hoping to improve their jargon guidance, the baamboozle game was an important device to consider.

Students responded well during the teaching and learning process using the bamboozle game, as demonstrated by students in class. The students were very engaged. They could answer correctly when the researcher asked them to practice or repeat the vocabulary. The students explained the vocabulary without hesitation and articulated the sentences correctly. The researcher observed contact between the researcher and the students in the classroom as the students could easily practice and answer the researcher's questions appropriately. The function of vocabulary can be understood as a transactional ability from the above description of the students' situation. So they have to make interactions to know what is being talked about.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter presents the conclusions and suggestion obtained from post-test and the improvement of students' vocabulary by using baamboozle game. The description are based on research are based on research finding and discussion.

A. Conclusion

In the academic year 2023/2024, the research employed the baamboozle game approach to teach vocabulary in the seventh grade of state junior high school 02 Panti. This game provided students with the opportunity to learn language in class, which forced each student to retain the terminology. Based on the research findings in cycle 1, the researcher concluded that the application of the baamboozle game technique had not improved students' vocabulary because students did not understand about the game and how this game worked, and the researcher continued this research in cycle 2, the methods used were teaching and learning, group discussions and games, using this method that could improve their vocabulary. therefore students also understood how the baamboozle game worked, and understood vocabulary quickly.

The students' vocabulary test scores improved from pre-test to post-test 2. 4 of the 31 students who took the pre-test met the minimum mastery criterion. It translates to 12% of students passing the pre-test. The first cycle had a 35% improvement, with 11 of 31 students passing the minimum mastery, and the second cycle saw an 87% improvement. The minimal

mastery criterion was met by 27 of 31 students.

Finally, by implementing the baamboozle game, the students' vocabulary gradually increased. The students' remembered vocabulary improved. Students' vocabulary skills improved, they more confident in front of their peers, and they were more engaged in the implementation of teaching and learning, particularly in vocabulary through the baamboozle game.

B. Suggestion

Following the end of the research, several ideas for English teacher and future researcher might be provided in this paper, which should be valuable to the readers. Some suggestions are provided below:

1. For the English Teacher

The researcher offers the baamboozle game strategy as one alternative teaching technique in teaching and learning English, particularly vocabulary, because the baamboozle game strategy utilized in this study effectively improved the students' vocabulary.

2. For the Future researcher

The researcher hoped that this research would be valuable to the next research in doing other large-scale research, and that this research would subsequently be used as a reference in undertaking similar research in the same field in the future.

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Appendix 1

RESEARCH MATRIX

Title	Variable	Indicator	Source of data	Research Method	General Question
<p>The Use of Baamboozle game to improve students' vocabulary of state junior high school 02 Pantí</p>	<p>Bamboozle game</p> <p>Vocabulary</p>	<p>Bamboozle game</p> <p>a. Identifying the game</p> <p>b. Question and answer</p> <p>c. Guessing to get score.</p> <p>Vocabulary</p> <p>a. Meaning</p> <p>b. Word class</p> <p>c. Word use</p>	<p>Primary data</p> <p>a. Vocabulary score</p> <p>b. Interview</p> <p>c. Observation</p> <p>d. Document review</p>	<p>1. Research design : Classroom Action and Research</p> <p>2. Data collection method</p> <p>a. Test</p> <p>b. Interview</p> <p>3. Data analysis technique the mean of the student's score :</p> $Mx = \frac{\sum x}{N}$ <p>Mx : the student's mean score</p> <p>X : the sum of the score all students</p> <p>N : the number of students</p> <p>The result of students pronunciation : $E = \frac{nx}{N} \times 100\%$</p> <p>E : the percentage of students who achieve the minimum standard score : the of students who achieved the minimum score</p> <p>N : the total number of students</p> <p>4. Criteria of succes</p> <p>- Students reach the minimumscore</p>	<p>How can baamboozle game strategy improve the students' vocabulary at seventh grade of junior high school 02 Pantí?</p>

				(75) are equal to or higher than 75% of total students in the research	
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Appendix 2

Cycle 1 The results of observations of students activities.

No	Step of the Activity	Indicator	Liveliness quality			
			VG	G	E	L
1.	Pre-Teaching	1. Responds to teacher greetings with polite speech.		√		
		2. Responds to teacher questions about the situation of students with polite speech.		√		
		3. Focus on teachers conveying the competencies to be achieved.		√		
2.	While-Teaching	4. Student fokus attention when the teacher delivers the material.	√			
		5. Involved in pronunciation activities when the teacher write down each vocabulary.		√		
		6. Pay attention when the teacher give the example.		√		
		7. Conduct good communication /interaction and cooperation in the implementation of baamboozle with fellow students and teachers.			√	
		8. Show a sense of pleasure and enthusiasm for learning activities.			√	
		9. Do not do other things outside of learning activities.		√		
		10. At the time of learning vocabulary, students showed respect for others, were brave and confident.		√		
		11. Responds by mentioning some of the vocabulary that has been studied and their meanings.		√		
3.	Post-Teaching	12. Respond to questions about student learning difficulties.		√		
		13. The students conclude the subject matter with the teacher.		√		
		14. Pay attention to comments, assessments, and reflections from the teacher.		√		

		15. Responds to teacher when closing the lesson.		√		
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Note:

L = Less

E = Enough

G = Good

VG = Very Good



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Cycle 2 The results of observations of students activities.

No	Step of the Activity	Indicator	Liveliness quality			
			VG	G	E	L
1.	Pre-Teaching	16. Responds to teacher greetings with polite speech.		√		
		17. Responds to teacher questions about the situation of students with polite speech.		√		
		18. Focus on teachers conveying the competencies to be achieved.		√		
2.	While-Teaching	19. Student fokus attention when the teacher delivers the material.	√			
		20. Involved in pronunciation activities when the teacher write down each vocabulary.		√		
		21. Pay attention when the teacher give the example.		√		
		22. Conduct good communication /interaction and cooperation in the implementation of baamboozle with fellow students and teachers.	√			
		23. Show a sense of pleasure and anthusiasm for learning activities.	√			
		24. Do not do other things outside of learning activities.		√		
		25. At the time of learning vocabulary, students showed respect for others, were brave and confident.		√		
		26. Responds by mentioning some of the vocabulary that has been studied and their meanings.		√		
3.	Post-Teaching	27. Respond to questions about student learning difficulties.		√		
		28. The students conclude the subject matter with the teacher.		√		
		29. Pay attention to comments, assessments, and reflections from the teacher.		√		
		30. Responds to teacher when		√		

		closing the lesson.				
--	--	---------------------	--	--	--	--

Note:

L = Less

E = Enough

G = Good

VG = Very Good



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Appendix 3

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : permisi bu, saya mau tanyak2 tentang pendapat ibu .. kalo menurut ibu bagaimana belajarmenggunakan baamboozle game kayak tadi bu?

ET : Bagus juga nak bil .. anak anak kan jadi gak bosan di kelas dan mereka kelihatan antusias sekali ya kan.. soalnya mereka biasa cuma belajar pakek lks sama buku gitu kan.. terus ibu coba pakek strategy diskusi kayak yang ibu ceritakan ke nak bila itu.. tapi gak mempan, pada pemalu semua haha., dan untungnya sekarang pakek game kayak tadi, kepancing juga mereka untuk vocabulary

R : iya bu.. memang kalo anak anak sekarang harus pakek game baru mau atusias di dalam pelajaran hehe.. apalagi di pelajaran vocabulary bu, pasti malu semua yang mau ngomong..kalo pakek game gini kan mereka gak mikir malu lagi bu, yang penting bisa nebak dan menang haha..

ET : iya nak bil, betul sekali itu .. kalo kayak tadi itu kan anak2 juga sekalian belajar vocab sama cara mengucapkan juga kan, kemudian melatih di kosa kata.. jadi bagus lah hasilnya ketika mereka vocabulary.

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : eh dek, sini dulu kakak mau tanyak2

S : iya ka, nanyak apa ka?

R : gimana tadi pas kakak ngajar?

S : seru kak hehehe

R : kenapa kok bisa seru dek?

S : iya soalnya ada gamenya itu kak, jadi seru belajarnya, nggak ngebosenin haha

R : menurut kamu apa yang bikin seru dari game itu dek? Heran kok bisa bikin heboh begitu

S : ya itu kak bisa nebak2 gitu, jadi penasaran kan sama jawabannya.

R : iya tapi kan yang ini pakek bahasa inggris, kakak kaget kalian bisa ngomong bahasa inggris sespontan gitu

S : hahah karena seru mungkin kak, jadi ya asal keluar aja

R : haha jadi bagus dong game tadi itu bisa bikin kalian ngomong bahasa inggris, padahal pas kakak ajak ngomong bahasa inggris kalian banyak yang diem, hanya satu dua orang yang jawab haha

S : ya malu kak kalo langsung sama kakak, takut salah hehe

R : oiya tadi kenapa kamu kok kayak pantonim gitu? Kakak jadi mau ketawa tadi

S : iya kak, aku lupa bahasa inggrisnya haha, padahal sudah di inget2 sebelum

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Appendix 4

LESSON PLAN

School	: SMP 02 Panti
Subject	: English
Class	: VIIC
Material	: Things in the classroom

A. Learning Objectives

Learners are able to understand, differentiate, and be able to mention objects at school to carry out communication using expressions with correct text structure, linguistic elements and context.

B. Core Competencies

1. Understand knowledge (factual, conceptual, and procedural) based on curiosity about science.
2. Trying, processing, and presenting according to what is learned at school.

C. Basic Competence

1. Understand the social functions, text structures, and linguistic elements in texts to express and ask for names of objects.
2. Compose oral and written texts to state and ask the names of objects around the school with attention to social functions, text structures and correct and contextual language elements.

D. Material

1. Social function: introducing and identifying.
2. Structure : names of objects in the school environment.

E. Learning Steps

Introduction

- the teacher gives a greeting
- praying
- The teacher checks the attendance of the learners.

Core Activities

- Learners pay attention to the explanation from the teacher.
- Learners listen and imitate words from the teacher (things in the school).
- Learners are able to memorize things in the school.
- Learners are able to say the names of objects around the school.
- Learners are able to answer questions contained in the baamboozle game.

Closing

- Teacher give conclusion
- Teacher give a motivation.

Closing
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F. Media and method

- Learning paper and baamboozle web.
- Tools : projector and laptop
- Method : teaching learning and game

G. Assessment

- Student observation on honesty and responsibility.
- Test multiple choice

LESSON PLAN

School : SMP 02 Panti Subject : English

Class : VIIC

Material : Things in the classroom

A. Standard Competencies

- Understand meaning in short functional texts and simple narrative and non-narrative essays in the context of everyday life.
- Express meaning in short functional texts and simple essays in narrative and non-narrative forms in the context of daily life.

B. Basic Competence

- Understand the meaning of words, phrases and simple sentences in short functional texts and simple essays in the context of daily life.

C. Indicator

- Explain the meaning of words in the text appropriately.
- Use new words in the right context.
- Improve word comprehension by playing Bamboozle game.

D. Learning Objectives

- Learners can understand the meaning of new words in the context of everyday life.
- Learners can use new words in the right context.
- Learners can improve comprehension of new words by playing the Bamboozle game.

E. Method


- Teach learning
- Discussion
- Baamboozle game

F. Media

- LCD Proyektor
- Laptop
- Whiteboard
- Marker
- Baamboozle Game

G. Learning steps

Introduction

- 
- The teacher introduces the new words to be learned to the students through a presentation using an LCD projector.
 - Students are asked to take notes on new words and look up the meanings on their own.
 - The teacher explains the meaning of the new words learned and gives examples of using the words in sentences.
 - Students are asked to repeat the words and use them in appropriate sentences.

Core Activity

- The teacher invites students to discuss their experiences in learning English.

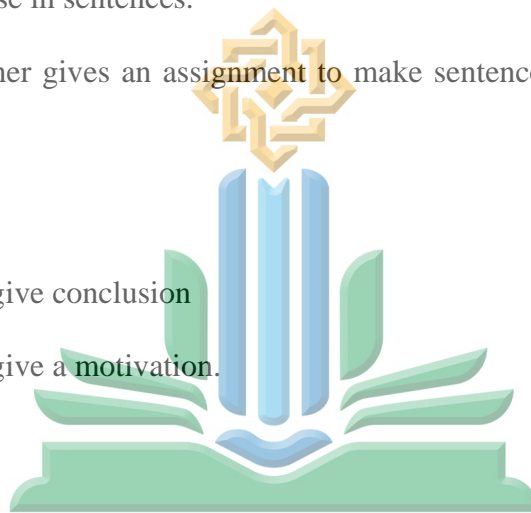
- The teacher introduces the Bamboozle game and explains how to play and the objectives of the game.
- Students are asked to play the Bamboozle game in small groups and record new words found during play.
- After the game is over, the teacher asks the students to share the new words they found and gives an explanation of their meaning and examples of their use in sentences.
- The teacher gives an assignment to make sentences using the new words learned.

Closing

- Teacher give conclusion
- Teacher give a motivation.
- Closing

H. Assessment

- Student observation on honesty and responsibility.
- Test multiple choice



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 JEMBER

Appendix 5

Vocabulary Score

No	Initial of students	Students' vocabulary score		
		Pre-test	Post-test I	Post-test II
1.	ARK	72	76	84
2.	AGS	64	72	76
3.	AH	56	68	84
4.	ARL	48	76	80
5.	AF	68	72	76
6.	AM	56	60	68
7.	ATH	60	72	76
8.	ES	64	68	84
9.	FMR	48	72	76
10.	FMJ	60	76	84
11.	HR	56	60	68
12.	HFPA	72	76	92
13.	HNH	60	68	76
14.	IZMA	68	72	80
15.	IR	56	76	84
16.	ISR	56	60	76
17.	IM	72	76	84
18.	IZW	78	60	92
19.	LH	56	60	68
20.	MM	76	76	80
21.	MD	60	72	84
22.	MSF	56	68	76
23.	MMAA	76	48	80
24.	MN	48	76	80
25.	MDI	56	60	68
26.	MHH	60	76	80
27.	PW	76	60	92
28.	RMP	48	72	76
29.	RS	56	76	84
30.	SMLR	48	76	80
31.	VGRP	68	72	80
Total		1898	2152	2468
Mean		61,2	69,4	79,6
Percentage		12	35	87

Appendix 6

PROFIL SEKOLAH

1. Nama Sekolah : SMPN 02 Panti
2. No Statistik Sekolah : 201052416151
3. Akreditasi Sekolah : A
4. Alamat Lengkap Sekolah : Jln Rajawali 108 kemuning lor kabupaten
Jember
5. Nomer Pokok Sekolah : 20523860
6. Nama Kepala Sekolah : Risa Aries Diana Mr, S.Pd, M.Pd
7. No. Telp : 0331-712377
8. Status Bangunan :Negeri
9. Email : smpn2pantijember@yahoo.com

VISI DAN MISI SMPN 02 PANTI

A. VISI

Terwujudnya insan yang beriman, berilmu pengetahuan dan teknologi, berbudaya dan berwawasan lingkungan.

B. MISI

- Melengkapi kegiatan keagamaan yang bertujuan untuk meningkatkan keimanan dan ketaqwaan kepada Tuhan Yang Maha Esa.
- Mengikuti perkembangan ilmu pengetahuan dan teknologi dengan sumber daya yang ada.

- Menanamkan budaya cinta lingkungan dan sumber daya lingkungan sebagai sumber pembelajaran.

KEGIATAN EKSTRAKURIKULER

- Ekstrakurikuler wajib: pramuka
- Ekstrakurikuler Pilihan: sains (olimpiade), presentasi ilmiah, sastra Indonesia (cerpen dan puisi), desain grafis, dan menjahit.

FASILITAS DAN INFRASTRUKTUR

No	Fasilitas	Jumlah	Kondisi
1.	Kantor Kepala Sekolah	1	Bagus
2.	Ruang guru	1	Bagus
3.	Toilet guru	3	Bagus
4.	Mushollah	1	Bagus
5.	Ruang kelas	18	Bagus
6.	Perpustakaan	1	Bagus
7.	Kantor administrasi	1	Bagus
8.	Kantin	1	Bagus
9.	Aula	1	Bagus
10.	Ruang tamu	1	Bagus
11.	IT	1	Bagus
12.	Ruang bimbingan dan konseling	1	Bagus
13.	UKS	1	Bagus

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Appendix 7



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Matarani No. 01 Mangrove Telo (0331) 428104 Fax: (0331) 427000 Kode Pos: 68136
Website: www.iainjember.ac.id Email: iainjember@iainjember.ac.id

Nomor : B-0040/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal : **Pemohonan Ijin Penelitian**

Yth. Kepala SMP NEGERI 2 PANTI
Jl. Rajawali 108 kemuningsari Jember 68131

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	120196163
Nama	HILMATUN NABILA
Semester	Semester delapan
Program Studi	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian Riset mengenai "The use of baamboozle game to improve vocabulary students at junior high school 2 Panti selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Risa Eries Diana MR, S.Pd.MPd

UNIVERSITAS ISLAM NEGERI
Demikian atas perkenan dan kerjasamanya disampaikan terima kasih,
KIAI HAJI ACHMAD SIDDIQ
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Jember, 09 Januari 2023
an. Dekan,



Wakil Dekan Bidang Akademik

MASHUDI

Appendix 8

Research Finish



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 2 PANTI



Jl. Rajawali 108 Kemuningan Lor ☎ 0331-712377 | 68153 | ✉ smpn2panti@jember.go.id
NPSN: 20523860 NSS: 201052416151 website: <http://smpn2panti.sch.id/>

SURAT KETERANGAN

Nomor : 800/031/310.17.20523860/2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Panti, menerangkan bahwa :

Nama : HILMATUN NABILA
Tempat tgl/lahir : Jember, 16 Januari 2000
NIM : T20196163
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian di SMPN 2 Panti, terhitung mulai tanggal 9 Januari 2023 s.d. 9 Agustus 2023 guna penulisan skripsi Dengan judul : *The use of brain tools games to improve vocabulary students at junior high school 2 Panti.*

J E M B E R

Demikian surat keterangan ini dibuat untuk digunakan sebagai mestinya.










Jember, 10 Februari 2023
Kepala Sekolah,

RISA ARIES DIANA MR, S.Pd, M.Pd
NIP. 19760724 200801 2 010

Appendix 9

RESEARCH JOURNAL ACTIVITIES

Name : Hilmatun Nabila
 Nim : T20196163
 Title : The use of Baamboozle game to improve students' vocabulary of state junior high school 02 Pantl
 Location : SMP 02 Pantl

No	Day/Date	Activity	Signature
1	Thursday, January 09 th 2023	The researcher gives a "surat permohonan penelitian" to the school and discuss with English teacher	
2	Thursday, January 12 th 2023	The researcher implementation the action (first meeting) in cycle 1	
3	Thursday, January 19 th 2023	The researcher implementation the action (second meeting) in cycle 1	
4	Thursday, January 26 th 2023	The researcher gives a vocabulary test to student (post test 1)	
5	Thursday, February 02 nd 2023	The researcher implementation the action (first meeting) in cycle 2	
6	Thursday, February 09 th 2023	The researcher implementation the action (second meeting) in cycle 2 and gives vocabulary test (post test 2)	
8	Thursday, February 10 th 2023	The researcher asks for a letter of research finishing	

Jeppmer, 10 Februari 2023
 Kepala Sekolah,

RISA ARIES DIANA MR, S.Pd, M.Pd
 NIP. 19760724 200801 2 010

Appendix 10

DECLARATION OF AUTHORSHIP

The undersigned below :

Name : Hilmatun Nabila
Place, date of birth : Jember, 16 January 2000
Address : Rambipuji - Jember
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled "the use of bamboozle game to improve students' vocabulary of state junior high school 2 Panti in academic year 2023/2024" is truly my original work. It does not incorporate any material previously written and published by another person except those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

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J E M B E R

Jember, 23 May 2023
Author



HILMATUN NABILA
NIM.T20196163

Appendix 11

Documentation



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Appendix 12

BIODATA PENULIS



Name : Hilmatun Nabila
Place, date of birth : Jember, 16 January 2000
Address : Rambipuji - Jember
Gmail address : hilmatunnabila978@gmail.com

Education background:

1. SDN Rambipuji 03 (2007-2012)
2. MTS Bustanul ulum (2013-2015)
3. MA Bustanul ulum (2016-2019)