THE EFFECT OF USING BAAMBOOZLE GAME ON VOCABULARY MASTERY AT THE EIGHT GRADE STUDENTS OF PESANTREN DARUSSHOUFIYAH AN-NAKASABANDI

Thesis

Submitted to the state Islamic University Syekh Ali Hasan Ahmad Addary Padang Sidimpuan as a Partial Fulfilment of the Graduate Degree of Education (S.Pd) in English

Writen By:

WIDYA NATAHSYAH DAULAY
Reg. Number. 2020300065

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

THE EFFECT OF USING BAAMBOOZLE GAME
ON VOCABULARY MASTERY
AT THE EIGHT GRADE STUDENTS OF PESANTREN
DARUSSHOUFIYAH AN-NAKASABANDI

Thesis

Submitted to the state Islamic University Syekh Ali Hasan Ahmad Addary Padang Sidimpuan as a Partial Fulfilment of the Graduate Degree of Education (S.Pd) in English

Writen By:

WIDYA NATAHSYAH DAULAY
Reg. Number. 2020300065

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

THE EFFECT OF USING BAAMBOOZLE GAME
ON VOCABULARY MASTERY
AT THE EIGHT GRADE STUDENTS OF PESANTREN
DARUSSHOUFIYAH AN-NAKASABANDI

Thesis

Submitted to the state Islamic University Syekh Ali Hasan Ahmad Addary Padang Sidimpuan as a Partial Fulfilment of the Requirement for the Graduate Degree of Education (S.Pd) in English
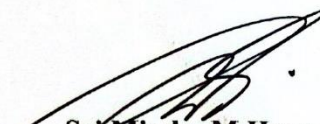
Writen By:

WIDYA NATAHSYAH DAULAY

Reg. Number. 2020300065

ADVISOR I

Dr.Hamka, M.Hum
NIP.198408152009121005

ADVISOR II

Sri Minda, M.Hum
198801182023212033

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE ISLAMIC UNIVERSITY SYEKH ALI

HASAN AHMAD ADDARY

PADANGSIDIMPUAN

2024

LETTER OF AGREEMENT

Term: Thesis
a.n **Widya Natahsyah Daulay**

Padangsidimpuan, 30 Agustus 2024

To:
Dean Tarbiyah and Teacher Training Faculty
In –
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to *Widya Natahsyah Daulay,* entitled *"The Effect of Using Baamboozle Game on Students' Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi".* We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of Enlgish Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
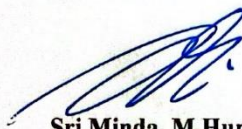Thank you
Wassalamu'alaikum Wr. Wb.

Advisor I

Dr. Hamka, M.Hum.
NIP. 198408152009121005

Advisor II

Sri Minda, M.Hum.
NIP. 198801182023212033

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Widya Natahsyah Daulay

Registration Number : 20 203 00065

Faculty/ Department : Tarbiyah and Teaching Training Faculty/ TBI-1

The Title of Thesis : **The Effect of Using Baamboozle Game on Students Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

I do this declaration thrutfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in student' academic degree disrespecfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 30 Agustus 2024
Declaration Maker

Widya Natahsyah Daulay
Reg.Num. 20 203 00065

AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMIC CIVITY

As Academic Civity of The State Institut for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Widya Natahsyah Daulay

Registration Number : 20 203 00065

Faculty/ Department : Tarbiyah and Teaching Training Faculty/ TBI-2

Kind : Thesis

For development of science and knowledge, I here by declare that I present to the State Islamic university Syekh Ali Hasan Ahmad Addary Padangsidimpuan **non exclusive royalty right** on ny thesis entitled:
"The Effect of Using Baamboozle Game on Students Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi."
With all sets of equipments (if needed). Based on this **non exclusive royalty right,** the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

Above all, this statement is made trueheartedly to be used properly.

Made in Padangsidimpuan
Date 30 Agustus 2024

Widya Natahsyah Daulay
Reg.Num. 20 203 00065

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : WIDYA NATAHSYAH DAULAY
Registration Number : 20 203 00065
Faculty/ Department : Tarbiyah and Teaching Training Faculty
The Tittle of Thesis : The Effect of Using Baamboozle Game on Vocabulary Mastery
at the Eight Grade Students of Pesantren Darusshoufiyah An-
Nakasabandi

Chief,   Secretary

Dr. Hamka. M.Hum.   Dr. Eka Sustri Harida, M.Pd.
NIP. 19840815 200912 1 005   NIP. 19750917 200312 2 002

                          Members,

Dr. Hamka. M.Hum.   Dr. Eka Sustri Harida, M.Pd.
NIP. 19840815 200912 1 005   NIP. 19750917 200312 2 002

Dr. Fitriadi Lubis, M.Pd.   Rayendriani Fahmei Lubis, M.Ag
NIP. 19620917 199203 1 002   NIP. 19710510 200003 2 001

Proposed:
Place   : Padangsidimpuan
Date   : October, 02nd 2024
Time   : 08.00 WIB
Result/ Mark: : 83 (A)
IPK   : 3.62
Predicate   : Cumlaude

LEGALIZATION

Thesis	:	**The Effect of Using Baamboozle Game on Students' Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi**
Name	:	**Widya Natahsyah Daulay**
Reg. Num	:	**20 203 00065**
Faculty	:	**Tarbiyah and Teacher Training Faculty/TBI**

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of education (S.Pd) in English.

Padangsidimpuan,   Agustus 2024

Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

ABSTRACT

Name   : Widya Natahsyah Daulay
Reg Number   : 2020300065
Department   : English Education
Title   : The Effect of Using Baamboozle Game on Students
                  Vocabulary Mastery at the Eight Grade Students of
                  Pesantren Darusshoufiyah An-Nakasabandi.

This research discusses about the effect of Baamoozle Game on Students Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi. Most of students are still lack of English vocabulary. The purposes of this research are to know students vocabulary mastery before and after learning using Baamboozle Game and to examine whether the Baamboozle Game significantly affect on students vocabulary mastery. This research used quantitative method with experimental design and one group pre-test and post-test design. The population of this research was student at the eight grade of Pesantren Darusshoufiyah An-Nakasabandi that consisted 30 students. The sample taken by population sampling were class VIII (30 Students). The data were collected by giving the pre-test and post-test with the multiple choices as the instrument. In analyzing the data, this research used one-sample t-test. The researcher found that the mean score of the students in VIII after learning using baamboozle game was higher than the mean score before using baamboozle game. Moreover, after calculating the t-test, researcher found that $t_{count} > t_{table}$. It means hypothesis was accepted. It can be concluded that there is a significant effect of using baamboozle game on students' vocabulary mastery at the Eight grade students' of Pesantren Darusshoufiyah An-Nakasabandi.

Keywords: Baamboozle Game Application, Vocabulary Mastery, Experimental Research

ABSTRAK

Nama	: Widya Natahsyah Daulay
Nomor Registrasi	: 2020300065
Prodi	: Tadris Bahasa Inggris
Judul	: Pengaruh Penggunaan Permainan Baamboozle terhadap Penguasaan Kosakata Siswa pada Siswa Kelas Delapan Pondok Pesantren Darusshoufiyah An-Nakasabandi.

Penelitian ini membahas tentang pengaruh Permainan Baamoozle terhadap Penguasaan Kosakata Siswa di Siswa Kelas Delapan Pesantren Darusshoufiyah An-Nakasabandi. Sebagian besar siswa masih kekurangan kosakata bahasa Inggris, tujuan penelitian ini adalah untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah pembelajaran menggunakan Game Baamboozle dan untuk menguji apakah Game Baamboozle berpengaruh signifikan terhadap penguasaan kosakata siswa. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen dan one group pre-test and post-test design. Populasi penelitian ini adalah siswa kelas VIII Pesantren Darusshoufiyah An-Nakasabandi yang berjumlah 30 siswa. Sampel yang diambil secara populasi sampling adalah kelas VIII (30 Siswa). Pengumpulan data dilakukan dengan memberikan pre-test dan post-test dengan instrumen berupa pilihan ganda. Dalam menganalisis data, penelitian ini menggunakan uji one-sample t-test. Peneliti menemukan bahwa nilai rata-rata siswa kelas VIII setelah pembelajaran menggunakan permainan baamboozle lebih tinggi dibandingkan dengan nilai rata-rata sebelum menggunakan permainan baamboozle. Selain itu, setelah melakukan perhitungan uji-t, peneliti menemukan bahwa thitung>ttabel. Artinya hipotesis diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan permainan baamboozle terhadap penguasaan kosakata siswa di kelas VIII Pesantren Darusshoufiyah An-Nakasabandi.

Kata Kunci: Aplikasi Permainan Baamboozle, Penguasaan Kosakata, Penelitian Eksperimen

<div dir="rtl">

ملخص البحث

الاسم	:	وديا نتاسيه دولاي
رقم التسجيل	:	٢٠٢٠٣٠٠٠٦٥
عنوان البحث	:	أثر استخدام لعبة بامبوزل على إتقان الطلاب للمفردات اللغوية لدى طلاب الصف الثامن في مدرسة بيزانترين داروشوفية النقشبندي.

يناقش هذا البحث تأثير لعبة باموزل على إتقان الطلاب لمفردات اللغة الإنجليزية لدى طلاب الصف الثامن في مدرسة بيزانترين داروشوفية النقشبندي. لا يزال معظم الطلاب يفتقرون إلى مفردات اللغة الإنجليزية. الغرض من هذا البحث هو معرفة مدى إتقان الطلاب للمفردات قبل وبعد التعلم باستخدام لعبة بامبوزل وفحص ما إذا كانت لعبة بامبوزل تؤثر بشكل كبير على إتقان الطلاب للمفردات. استخدم هذا البحث الطريقة الكمية مع تصميم تجريبي وتصميم الاختبار القبلي والبعدي لمجموعة واحدة. كان مجتمع هذا البحث عبارة عن طلاب الصف الثامن في مدرسة بيزانترين داروشوفيا النقشبندي المكون من ٣٠ طالبًا. كانت العينة المأخوذة عن طريق أخذ العينات السكانية من الصف الثامن (٣٠ طالبًا). تم جمع البيانات عن طريق إجراء الاختبار القبلي والبعدي باستخدام الاختيارات المتعددة كأداة. في تحليل البيانات، استخدم هذا البحث اختبار عينة واحدة ت الاختبار. وجد الباحث أن متوسط درجات الطلاب في الصف الثامن بعد التعلم باستخدام لعبة بامبوزل كان أعلى من متوسط الدرجات قبل استخدام لعبة بامبوزل. علاوة على ذلك ، بعد حساب اختبار ، وجدت الباحثة أن متوسط الدرجات في اختبار t_t < الجدول. وهذا يعني أنه تم قبول الفرضية. يمكن استنتاج أن هناك تأثيرًا معنويًا لاستخدام لعبة بامبوزل على إتقان المفردات لدى طلاب الصف الثامن في مدرسة بيزانترين داروشوفية النقشبندي.

الكلمات الرئيسية : تطبيق لعبة بامبوزل، إتقان المفردات اللغوية، البحث التجريبي

</div>

AKNOWLEDGEMENT

الرَّحِيْم الرَّحْمَنِ الله بِسْمِ

My gratitude goes to Allah SWT, the Almighty Creator, who has bestowed upon me health, time, strength, and knowledge, enabling me to finish this assigment on "The Effect of Using Baamboozle Game on Students Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi". Then, offer prayers and salutations to the spirit of our lord, the revered prophet Muhammad SAW, who has led us from the darkness to the age of light.

It is a pleasure to acknowledge this assistance and contributions made by all of the lecturers, students, family members, and friends who have helped in various ways. As a result, this thesis is processed until it is finished. Throughout the completion of this thesis, numerous individuals provided me with guidance and motivation. Thus, I would want to use this opportunity to sincerely thank the following individuals:

1. Dr. Hamka, M.Hum., as my fist advisor who helped me finish this thesis. He had provided me with numerous insights to improve my thesis.
2. Mrs. Sri Minda, M.Hum., as my second advisor who helped me by offering advice and criticism, encouraging me to write a strong thesis.
3. The rector and the vices of state Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
4. Thanks to Mrs. Fitri Rayani Siregar, M. Hum., as the Chief of English Department who
5. Thanks to all English lectures who have given me energy and knowledge for my study that I am not able to mention one by one.
6. Thanks to my Parents, Hotma Jaya Daulay and Nirwana Harahap., who always give prayers and love for me.
7. Thank you to my little brother, Pra Yudha Daulay., who really loves me from his little heart.

8. Thank you to Muhammad Ikram Zulfikar, someone who always accompanies me in good times and bad, who always listens to my complaints, and always gives me support.

9. Thanks to all my TBI 2 friends especially for all the members of Pejuang Toga that accompanied me in misery and joy.

10. Thank you to my friends Putri Zul Hilma Lubis, Nur Khodijah Hasibuan, Ica Aprilianja and Avika Indah Hasibuan. Who help me to finished this thesis and colouring my thesis era.

11. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all these hard work, I wanna thank me for no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying to give more than receive, I wanna thank me for trying do more right than wrong, I wanna thank me for just being me all times.

Because of the weaknesses in the research, this thesis is still far from ideal. Thus, it gives me great joy to get comments and advice from readers on how to improve this thesis.

Padangsidimpuan,   October 2024
Researcer

Widya Natahsyah Daulay
Reg.Number: 2020300065

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Pages

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Students hopefully able to master four skills, namely listening, speaking, reading, and writing when they learn English. However, students hopefully learn vocabulary before. Students will not be able to listen, speak, read, and write in English effectively if they do not have adequete vocabulary knowledge. Sukrina stated that vocabulary is one of the language component. There is no language that does not have words.[1] Vocabulary consists of all the words in a language or certain group of words that students learn. Learning vocabulary is also very important for students' language learning. So vocabulary is the most important aspect of learning a language so that people can communicate with each other and can share the ideas more effectively with vocabulary.

Wilkins in Thornbury said that very little can be communicated without grammar, and nothing can be said without vocabulary.[2] Commonly used words can form vocabulary. The most important thing in language learning is developing vocabulary, because vocabulary is the most important part of language teaching. The most important thing about learning English is developing and improving

---

[1] Vina Sukrina, ""Improving Students' Vocabulary Mastery by Using Realia" English Department, Faculty of Languages and Art , State University of Medan." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=vina+sukrina+improving+students +vocabulary+mastery+by+using+realia+media&btnG=#d=gs_qabs&t=1721009620858&u=%23 p%3DG_HV8Y8E0pEJ

[2] Scoot Tornbury, *How to Teach Vocabulary*. (Harlow: Pearson Education Limited, 2002), p.13.

vocabulary. Memorizing vocabulary in English is difficult, especially for students who are just starting their studies. Memorizing vocabulary becomes the most difficult challenge when there are differences in meaning and pronounciation. Learning vocabulary is the main requirement in learning the language we want to learn. Vocabulary will make it difficult for students to understand foreign languages. Therefore, students who want to communicate effectively in English need a broad vocabulary.

Based on the interviews with the English teacher. The students unable to master English vocabulary because the students lack of vocabulary knowledge.[3] Students got difficult to read and tell the vocabularies and it was difficult to memorize vocabularies. Several efforts have been made by teacher. However, there has been no significant progress on students learning outcomes. When teaching vocabulary in classroom, the teacher entered the classroom and the teacher told students to do brainstorming such as verb vocabulary, then, students open the book and the teacher explained material, students gave an example about the material, the teacher writes on the white board first, then the students rewrite. After that the teacher asked the students to write down and memorize the vocabulary. If the students lack of vocabulary, they will have difficulty in communicating English.

The conclusion of the interviews with the teacher is the students are difficult read and tell the vocabularies, One of the main reasons why the students lack of

---

[3] Interview with Kurma Sari on the 2nd November 2023 at Pesantren Darusshoufiyah An-Nakasabandi.

vocabulary is because the students only remember a few words. If they do not have vocabularies, the students will not be able to communicate well.

Based on the problem above, the researcher thought it is needed a teaching media in order to teach vocabulary, especially to make students easy and enjoy to know how to read, tell, and memorizing some words. One of media to teach vocabulary is game. A fiew things can affect on students' vocabulary mastery, include techniques, media, and music. Only a game as a media was used in this research for discussing. A game is an actfity that has rules and can be applied personaly or with a group. Allen stated that games are useful because they can make students feel that certain words are important and necessary, because without these words the goal of the game cannot be achieved.[4] From the statements that have been explained, game is an activity that has rules how to play it.

One of the game is Baamboozle Game. Baamboozle Game can make the learning process more relevant for the students. Bylieva stated that a large number of digital programs and services containing gemification components and aimed at teaching and training vocabulary skills can be found in the internet. Among these game designs include Baamboozle.[5] In addition using game passive class can be changed into active class.[6] So, the teaching media used in this research is using Baamboozle as a media to learn vocabulary.

---

[4] Virginia french allen, *Techniques in Teaching Vocabulary*.

[5] Daria Bylieva, *The World of Games Technologies for Experimenting, Thinking, Learning,* (Switzeland:2023), p.293

[6] Haris Ahmad Saputra, "The Effect of Using Hangman Games on Students' Vocabulary Mastery.", Department of English Education Faculty of Educational and Sciences Syarif Hidayatullah State Islamic University Jakarta, (2021). http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspace.uc.ac.id/handle/123456789/1288.

Krisbiantoro stated that baamboozle is an online educational game. that plays similar to quiz contest but requires no account creation from the players.[7] How to participate in the game by ringing the bell for each group. Baamboozle is the application that integrates today's leading learning technology and trends. Baamboozle is a game style learning, Baamboozle is a game style learning media operates online and provides engaging engagement for the class and beyond. Baamboozle, in contrast to some of the other quiz-based services available, is all about extreme simplicity. As a result, it differentiates itself as a very user-friendly platform that functions well on even older devices, making it incredibly accessible. With more than 500,000 pre-made games and the option for teachers to create their own, there is a wide variety. of educational materials available.

Although this game aims to educate, this game also fun and can be accessed at any time, it just requires a good connection. Therefore, Baamboozle is very suitable for young learners, attracting students' enthusiasm to be involved during the learning process. Without using gadgets, will make it easier for teachers to teach vocabulary to young learners. Teach and make students less dependent on using their smartphones will make the students more focused and interested in the material provided by the teacher by using Baamboozle. Aside from being easily accessible, Baamboozle is also highly interactive. And communicative for students. This media is very easy to use because it is so flexible can run in the form of online

---

[7] Benny Krisbiantoro, "The Effectiveness of Gamification to Enhance Students Mastery on Tenses Viewed from Students Creativity." https://www.researchgate.net/profile/Benny-Krisbiantoro/publication/348411674_The_effectiveness_of_gamification_to_enhance_students_mastery_on_tenses_viewed_from_students_creativity.

learning using an LCD projector. Many features appear, such as pictures, to help the students quickly answer the questions. The teacher can make various topics or choose a suitable quiz for the students.

As a result of explenation given above, the researcher interested in knowing how Baamboozle Game affects the students' vocabularies. As a result, the researcher is inspired to carry out a research called "the effect of Using Baamboozle Game on Students' Vabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi".

B. The Identifications of the Problem

Based on the backgorund of the problems the researcher found that the problems in vocabulary mastery at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi is :

1. The students lack of vocabulary knowledge

2. The students got difficult to read and tell vocabulary

3. The students got difficult to memorize vocabulary

4. The teacher strategies are too monotonous

C. The Limitation of the Problem

Based on the identification above, this research focused on lack of vocabulary mastery of the students in noun (animals and things in the classroom) and the media for teaching vocabulary focused on Baamboozle Game.

D. The Definition of the Operational Variables

To avoid misunderstanding, this research is consist of two variables, they are variable X and Y. The devenition of these variables described as follows :

1. Baamboozle Game (Variabel X)

Baamboozle game is a teaching media platform that works online accessibility to play in the classroom. This baamboozle game application is played in groups where usually the class is divided into 4 groups then in this game there is a quiz that each group must answer to get a score and win.

2. Vocabulary mastery (Variabel Y)

Vocabulary mastery is an individual skill to master English as a foregin language. Vocabulary mastery refers to a person's ability to understand, use, and recall a wide range of words in a given language.

E. The Formulations of the Problem

Based on the defenition of operasional variables the researcer found that there some formulations of the problem in vocabulary mastery at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi, they are:

1. How is the students' vocabulary mastery before using Baamboozle Game at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi ?

2. How is the students' vocabulary mastery after using Baamoozle Game at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi ?

3. Is there any significant effect of Baamboozle Game on students' vocabulary mastery at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi ?

F. The Objectives of the Research

Based to the formulation of the problem above, the purpose of this research as follow :

1. To describe the students' vocabulary mastery before using Baamboozle Game at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi.

2. To describe the students' vocabulary mastery after using Baamboozle Game at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi.

3. To examine the result of using Baamboozle Game whether there is significant effect or not to students vocabulary mastery at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi.

G. The Significances of the Research

Based on the objective of research above, the benefits expected from the research are :

1. Future Researchers

    For the future researchers this research will be a useful reference for researchers who plan to conduct research related to the effect of the Baamboozle game on students' vocabulary.

2. Teacher

    For Teacher, this research is expected to enrich students vocabulary when the teacher teachs by using Baamboozle Game. So, they can practice it in the classroom to get the optimal result by using Baamboozle Game. Moreover, the teaching and learning process in the classroom can be more varied. The writer also hopes by teaching vocabulary using Baamboozle

Game, the teacher can motivate the students in order to make them interested and enjoy in learning vocabulary.

H. Outline of the Thesis

In this research, the research devided the research into five chapters. Each chapters concist of some subtitles or chapters with detail as follow:

Chapter I discusses of introduction that consist of background of the problem, identification of the problem, limitation of the problem, defenition of operatonal variable, formulation of the problem, objective of the research, and significance of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about Baamboozle game, related findings,conceptual framework and hypothesis.

Chapter III is about the research methodology that is used the research methodology explain about place and time of theresearch, the research design, population and sample, instrument of the data collection, validity of instrument, procedure of data collection, and technique of data analysis. Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research. Chapter V deals with conclusions, implication and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teacher.

CHAPTER II
LITERATURE REVIEW

A. Theoritical Descriptions

Theoretical description is a conceptual explanation that aims to understand, explain, or predict phenomena based on theories or abstract concepts.

A. Vocabulary Mastery

Vocabulary mastery is a person's ability to recognize, understand and use words appropriately in various communication contexts, both orally and in writing.

a. The Defenition of Vocabulary Mastery

Richards and Renandya found "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write".[8] The richer the understanding one has, the better a person's ability to understand and express ideas effectively in various communication situations. Vocabulary also plays an important role in building understanding and more complex language skills. Without mastering sufficient basics, students will have difficulty understanding and expressing ideas in depth, both orally and in writing.

---

[8] Renandya, *Methodology in Language Teaching*. P. 255

Hasibuan found "vocabulary is an important component of language in learning a language, especially as basic of language".[9] And than in the other hand Keraf in Iqbalullah stated that vocabulary is the total number of words belonging to a language which is the component of the language that contains all information about the meaning and use of words in language.[10] In specific based on curriculum "vocabulary is a group of alphabets arranged in a dictionary that consists of one word or more than one word that has a meaning".[11] It means vocabulary growth and development, as well as sharing effective instructional strategies that middle school teachers can use to teach vocabulary throughout the curriculum.

From the quotations above it can be concluded that vocabulary is a very important part of language skills. The more vocabulary we master, the better we can speak, listen, read and write. Vocabulary helps us understand and express ideas more clearly and effectively in a variety of situations. If we don't master vocabulary well, we will have difficulty understanding or explaining something, both orally and in writing. So, learning and developing vocabulary is very important to become more proficient in a language.

---

[9] Tri Risky Hasibuan, Eka Sustri Harida, "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique At Sd Muhammadiyah 1 Padangsidimpuan." https://sg.docworkspace.com/d/sIOPGmMCFAb-N0rYG?sa=cl

[10] Iqbalullah, "Vocabulary Mastery and Grammar Mastery Impact on EFL High School Students' Writing Skills." https://sg.docworkspace.com/d/sIF7GmMCFAZzJv7YG?sa=cl

[11] Harwandi, *Pemnbelajaran dan pengajaran kosa kata di Era kurikulum 2013,* https://widyasari-press.com/pembelajaran-dan-pengajaran-kosakata-di-era-kurikulum-2013/

The example of the vocabularies can be seen in the table below :

Table II. 1 The Examples of Vocabularies

No.	Name of Vocabulary	No.	Name of Vocabulary
1.	Pencil Case	11.	Crocodile
2.	Eraser	12.	Snake
3.	Book	13.	Rabbit
4.	White Board	14.	Panda
5.	Shoes	15.	Cat
6	Marker	16.	Turtle
7.	Window	17.	Lion
8.	Ruler	18.	Frog
9.	Table	19.	Fish
10.	Clock	20.	Butterfly

b. The Kinds of Vocabulary

Understanding various types of vocabulary can help improve language skills, both in daily, academic, and professional communication. Ellis and Tomlinson in Akar describe there are two kinds of vocabulary they are passive vocabulary and active vocabulary

1) Passive/Receptive Vocabulary

The passive vocabularies consist of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.[12] That means passive vocabulary that all students know and understand when people consist of words that appear in context and

---

[12] Syarifudin, Marbun, and Novita, "An Analysis on the Students' Vocabulary Mastery a Descriptivestudy on the MTs."

are never used when communication, but still understand when listening or reading, but are not use in speaking or a writing.

> A learner's passive vocabulary consists of the total number of lexical items which he can understand correctly, and it is one of the teacher's aims to increase gradually the size of the learner's passive vocabulary so that he can eventually read and understand ungraded books and can listen with understanding to people speaking on a wide of topics. To increase the learners' passive vocabulary, the teacher must present new lexical item in such a contextual used and meaningful way that they are understood and will be remembered when heard or read again.[13]

2) Active/Productive Vocabulary

Active vocabulary consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.[14] It means active vocabulary that students understand, can pronounce correctly and use constructively in speaking and writing.

> A learner's active vocabulary consists of the total number of items which he can accurately use in speech and writing. A learner's vocabulary will always be larger than his active vocabulary as he will have or mad items which he will never need to use, and he will be able to under approximately many items which he cannot use with any degree of accuracy.[15]

---

[13] Akar, *Teaching Vocabulary*.P. 16

[14] Syarifudin, Marbun, and Novita.

[15] Akar, *Teaching Vocabulary*.P. 17

It can be concluded that passive vocabulary is words that we understand when we hear or read them, but we rarely or never use them when speaking or writing. So, even though we know the meaning of words, we only understand them when others use them, but we ourselves do not use them in conversation or writing. while active vocabulary are words that we understand, can pronounce correctly, and use when speaking or writing. So, these are the words that we often use in our daily conversations and writing.

c. The Classification of Vocabulary

Based on Jackson, word used to group words in vocabulary according to their purposes.[16] that is refer to categories as parts of speech. That refers to:

1. Noun : Noun is a term that can be used to characterize any kind of thing. Encompassing an individual, creature, thing, location, situation, attribute, or concept. Consequently, it suggests that we consider anything to be a thing if we call it by a name. Proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns are the six kinds of nouns. A noun may also be divided into two groups according on its computation. It is appropriate to utilize both countable and uncountable nouns.

---

[16] Howard Jackson, Analyzing English an Introduction to Descriptive Linguistics Second Edition (New York: Pergamon Press,1982), p.61-65.

2. Verb : Verb is used to describe actions, events, and processes. The verb is the most important component of speech since it is necessary for a sentence to function. Some of the usual verb forms are the bare infinitive "work," the extra infinitive "works," the past teme "worked," the present participle "working," and the past participle "worked." Though certain verbs have a different form, the past participle frequently has the same form as the past tense. The basic division between lexical and auxiliary verbs is created in verb construction. An auxiliary verb is a closed subclass whose main function is grammatical. It is common practice to differentiate between lexical verbs that are transitive (require an object) and intransitive (do not take an object).

3. Adverb : Adverbs are a highly specific type of word. There are essentially two types of these: those that discuss inferred details about the action, event, or procedure, like the date, time, location, style, and frequency.

4. Pronoun : Pronoun have the primary purpose of replacing four nouns or noun phrases, as the name implies. Pronouns are often used, thus memorizing them is not difficult. The class consists of possessive, reflexive, and personal pronouns. First, second, and third person pronouns are distinguished using these. The subclasses of demonstrative, relative, and interrogative pronouns are also included.

5. Adjective : when an adjective comes before a noun, as in the case of the wide road, or when it is connected to it by a copula verb, as in the case of the road is/become wide, it often deepens the meaning of the noun. For this reason, adjectives are often referred to as descriptive phrases.

6. Preposition : the main purpose of preposition is to connect a noun phrase to another unit. The relationship may be based on place (e.g., in front of the bus), time (e.g., after the lunch), or reasoning (e.g because of his activity). More than one of these relationships can be expressed with a variety of prepositions.

7. Conjunction : As their name suggests, they also serve as joining devices; typically, they join a clause to another, but they can also join a word to another. There are two types of them. Co-ordinating conjunctions, like and, or, but, link items equally, and subordinating conjunctions, like wether, because, since, give one item a subordinate position in relation to another. The submission might occur once.

Based on the statements above, the researcher concluded that word classification is the process of grouping words into certain categories. The purpose of vocabulary divided into seven that are noun, verb, adverb, pronoun, adjactive, preposition, and conjunction. Furthermor, the kinds of vocabulary that will discuss here is about noun, as the describe on the next sub chapter:

d. Noun

In English, nouns are part of speech which is quite important to learn. Because, nouns themselves are used to store all objects and concepts that exist in this world. Apart from that, nouns can also be interpreted as words used to refer to people, objects, places and also ideas. In other words, this word refers to a physical object.

According to Hornby in Mayasari, explains that a noun is a word used to name or identify any of a class of things, people, place or ideas or a particular one of these.[17] And the other types of nouns are as follows;

a. Countable and Countable Noun

A. Countable noun

Countable nouns are nouns that can be counted. The characteristics of this noun are:

a) can be followed by counts 1, 2, 3, 4, 5, and so on.

b) can be followed by articles a and an in the singular.

c) You can add the endings –s and –es in the plural.

b. Uncountable noun

Uncountable nouns are nouns that cannot be counted. The characteristics are the opposite of countable nouns, namely:

a) cannot be followed on counts 1, 2, 3, 4, 5, and so on.

---

[17] Nila Mayasari, "Memahami ' Noun'Bahasa Inggris Dalam Menentukan Lead Term Kodifikasi Diagnosis Menggunakan ICD-9 Pada Bab " Operation on The Digestive System "."

        b)   cannot be imitated by articles a and an (no singular form).

        c)   cannot add –s and –es (no plural form).

b. Common and Proper Noun

    A. Common Noun

        Common nouns are nouns that refer to things that are still common. So, the writing does not use capital letters, unless starting a sentence or title. Example: *Person, city, country, month, restaurant, park, hall, phone*.

    B. Proper Noun

        Proper noun is a hyponym of common noun. So, the reference is more specific than a common noun. This type of noun is usually known in the form of the name of a thing (person, thing, place, etc.). And generally writing requires capital letters. Example: *John, Semarang, Indonesia, July, Bernand Steak House, Greenwich Park.*

c. Abstract Noun and Concrete Noun

    A. Abstract Noun

        Abstract nouns are nouns that are not observed by the five senses. In other words, this noun is abstract or only has a material concept. This type of noun is usually marked with the suffix: ace, age, ance, ancy, ion, sion, tion, dom, hood, ice, ism, ment, ness, ship, ity, ty. Example: *Love, Happiness, Freedom, Knowledge, Feeling.*

B. Concrete Noun

Concrete nouns are nouns that can be observed by the five senses. So, it is concrete in nature or refers to an object directly as mentioned above. Examples: *Book, eraser, bottle, flower, chair, classroom, star, moon, fire, wind.*

It can be concluded that countable nouns are nouns that can be counted and have singular and plural forms, such as apple and car. On the other hand, uncountable nouns cannot be counted, such as water and sugar. Common nouns are common nouns that do not use capital letters except at the beginning of a sentence, for example city and cat. Meanwhile, proper nouns are special names that always start with a capital letter, such as Tokyo and John. Abstract nouns represent concepts or emotions that cannot be felt with the five senses, such as happiness and love. Meanwhile, concrete nouns are nouns that represent physical objects that can be felt directly by the five senses, such as tables and cats.

e. The Importence of Vocabulary

Alkahtani said, "The importance of vocabulary is demonstrateddaily in and out the school. In classroom, the achieving students prossess the most sufficient vocabulary".[18] It is very important

---

[18] Mofareh Alkahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught." https://scholar.google.com/scholar?hl=id&as_sdt=0,5&q=mofareh+alqahtani+the+importance+of+vocabulary+in+language+learning#d=gs_qabs&t=1721013084163&u=%23p%3DC_W5XHIO7Jg J

to master vocabulary when learning English. More than grammar, vocabulary is essential for students to understand what they hear and read at school and to communicate well with others. Regardless of the structure is low, so they can use English better if they master the vocabulary. Furthermore, students that possess a large vocabulary are able to express themselves more clearly. With a lot of words, students are able to comprehend what they read, hear what others are say, talk, and respond. Write with ease and cover a variety of subjects. On the other hand, pupils will be unable to contribute to the conversation, voice their opinions, or make informational inquiries if they do not comprehend the words used in the greeting.

Nardani et.al, finds that learning vocabulary is important because people can speak, write, and listen using vocabulary; therefore, vocabulary is one aspect of language that must be studied.[19] It means that vocabulary is very important to learn because without knowing vocabulary people will have difficulty in speak,listen, and write.

Based on the statements above, the researcher conclude that learning vocabulary is very important part of learning a language because the more words that know will make the ability to hear, read, write and tell better.

---

[19] Sri Nardani, Eka Sustri Harida, Fitri Rayani Siregar "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=eka+sustri+the+effect+of+waching+film&btnG=#d=gs_qabs&t=1725201031527&u=%23p%3DmgYA938oqIoJ

f. The Techniques in Teaching Vocabulary

Harmer stated that there are amany situations in which classroom presentations and explanations are the best way to introduce new words.[20]

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 illustrated concepts like above and apposite words.

3) Mime, action, and gesture

It is frequently imposible 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

---

[20] Jeremy Harmer, The Practice of English Language Teaching, Fourth Edition. (Pearson Longman:Harlow 2007), p. 121.

eras (for intence, a hand jacked back over the shoulder to present the pest).

d. Contrast

The teacher observes how the meaning is related between words can be used to teach meaning. We can show what is meant by "empty" with compare it to "full", "cold", and "hot", and "big", by compare it to "small". By highlighting the contrast in this means that we can ensure our students' understanding by making presentations these ideas through parables or pantomime.

e. 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.

f. 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.

g. 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.

g. Vocabulary Assessment

Pearson et.al, stated that vocabulary assessment is a term used to describe the evaluation of understanding the meaning of words. Prior to formal assessment of reading comprehension, a preliminary intelligence test is developed as part of the vocabulary assessment process.[21] The initial steps of reading vocabulary consist of asking students to define or explain the selected words as these could be found in the text book that they will encounter in school.

There are two different perspectives regarding the role of vocabulary in language learning. There is a short paragraph stating that it is important to include questions that demonstrate understanding or not of the meaning and application of a group of words used as independent semantic units. Another point is that scripts should always be used in the

---

[21] P David Pearson, Elfrieda H Hiebert, and Michael L Kamil, "Vocabulary Assessment: What We Know and What We Need to Learn," *Reading Research Quartely* 42, no. 2 (2007): 282–96, https://doi.org/10.1598/RRQ.42.2.4.

context of a language use task, where they interact clearly with other components of language understanding. These two views are considered large because they relate to many evaluation objectives. Classroom teachers can use traditional assessments to identify weaknesses and reduce student learning goals.

According to Sakdiah and Suri,[22] vocabulary assessment has several types, such as;

1. Limited Response: which is usually used assess the vocabulary abilities of beginners.

2. Multiple-Choice Completion: is presented in the form of a sentence with several words removed.

3. Multiple Choice Paraphrase: is a vocabulary test in the form of presenting a sentence with one of the words underlined and then looking to the word that has the closest meaning to it.

4. Simple Completion Words: is a test that asks students to write down the missing parts of words in sentences.

So, the vocabulary assessment included various approaches, such as asking students to provide limited responses, complete sentences with missing words, find synonyms for specific words, and fill in missing parts of words in sentences. All

---

[22] Murnia Suri and Halimatussakdiah, "Pengembangan Kemampuan Vocabulary Bahasa Inggris Melalui Metode Audio Listening Pada Siswa Kelas 1 Smpn Jaya Aceh Jaya."

of these are designed to measure students' understanding and use of vocabulary.

B. Baamboozle Game

Baamboozle is an intelligent game option, you can play it in groups or individually.[23] Baamboozle game is a teaching media platform that works online accessibility to play in the classroom. This baamboozle game application is played in groups where usually the class is divided into 4 groups then in this game there is a quiz that each group must answer to get a score and win.

a. The Defenition of Baamboozle Game

Salen in Puentedura said that "The game is a system in which players are involved in artificial conflict, determined by the rules, those produce something that can be measured results".[24] Baamboozle is a quiz game platform that can be used by teachers for teaching and learning activities. This platform was founded by Baamboozle lnc. The founder of Baamboozle is Jamie Bougle who has a background in education and technology. Bougle's goal is to create tools that are easy for teachers to use to make learning fun and effective. Baamboozle Game is a game-based learning platform designed primarily for educational purposes. Adriyani and Feradona stated "Baamboozle is a digital education tool that makes learning possible pleasant. We can find games on any topic

---

[23] Nabhana Aida Tsurayya and Fitria Sukmawati UIN, "Pemanfaatan Media Interaktif Baamboozle Pada Pembelajaran Bahasa Indonesia."

[24] Ruben R. Puentedura, "Game and Learn: An Introduction to Educational Gaming."

or create our own games for free".[25] Baamboozle game is a fun activity that provides an opportunity to practice foreign languages in a relaxed and fun way. Baamboozle game is a game-style learning platform that works online to offer fun accessibility to play in the classroom. This bamboozle game is used for teaching. This platform offers a wide selection of games for you to get. Teachers can also add their own games to the Baamboozle platform.

b. The Function of Baamboozle Game

Baamboozle game is a digital educational tool that has a variety of functions. Andriyani and Feradona stated that the functions of Baamboozle are;[26]

1. Engaging Learning Tool: Baamboozle makes learning more fun for pupils by transforming regular course material into interactive games.

2. Customizable Game development: Teachers can use Baamboozle user-friendly game development tool to make their own games, modifying the material to match particular lesson plans, themes, and learning goals.

3. Team Collaboration and Competition: The platform offers activities that students can play alone or in groups, typically with

---

[25] Iin Andriyani, Meilani Feradona, "Pemanfaatan Penggunaan Ice - Breaking Pada Website Baamboozle Dalam Kegiatan Pembelajaran." https://doi.org/10.1010/Pendahuluan

[26] Iin Andriyani, Meilani Feradona.

2-4 teams. This encourages students to collaborate, work as a team, and engage in healthy competition.

4. Evaluation and revision: Teachers can track and analyze student performance with Baamboozle, which offers a dynamic substitute for conventional testing techniques. It is also utilized for curriculum revision and student evaluation.

5. Accessibility and Compatibility: Baamboozle games are appropriate for a variety of learning situations due to their compatibility with a wide range of platforms, including tablets, laptops, and even older devices.

6. Remote Learning Aid: When in-person class sessions are not feasible, the platform works well in mixed or remote learning environments.

Based on the statements above, the researcher conclude that Baamboozle Game has useful functions for teachers and students. By using Baamboozle Game, learning becomes fun and allows students to learn how to collaborate with friends and know how to work in a team. And teachers can assess the students' abilities through the Baamboozle Game.

c. The Procedure of Making Baamboozle Game

Andriyani and Feradona stated that the uses of Baamboozle Game in order to teach vocabulary by Baamboozle Game, teacher can do the following procedure bellow;[27]

1. Educators can choose whether to create a separate game or not using games that have been created by other educators. Educator after all choose to create a separate game, the educator can press a button new game in the taskbar option on the Baamboozle website page. It can be seen in the figure II.1 below
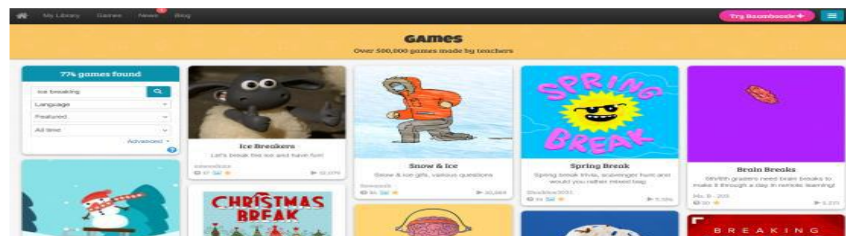
Figure II.1 Display of games available on the Baamboozle website.

2. If educators decide to create new games, then that needs to be filled in by educators includes title, description, language choices, words keys, and thumbnails. It can be seen in the figure II.2 below

---

[27] Iin Andriyani, Meilani Feradona.
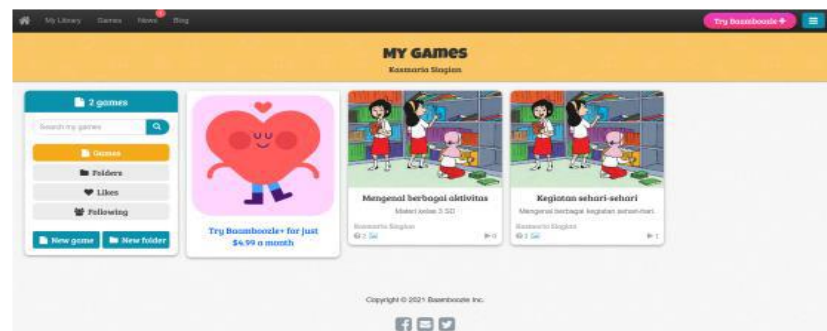
Figure II.2   View of the button for creating a new game

3. The Baamboozle website provides it 4 feature options that educators can choose from. The first feature, namely the play feature, where this feature functions to start the game. The second feature is features learning, where this feature can measure the extent to which students can answer the displayed questions individually. Additionally, study features display the percentage comparison between students correct and incorrect answers. The third feature, namely the slideshow feature, this feature functions to display questions and answers in slideshow form. The last feature is the edit feature which functions to make changes questions, answers, and answer scores from games that have been created or selected. It can be seen in the figures II.3, II.4 and II.5 below.

Figure II. 3 View of the page that must be filled in before creating a game separately.
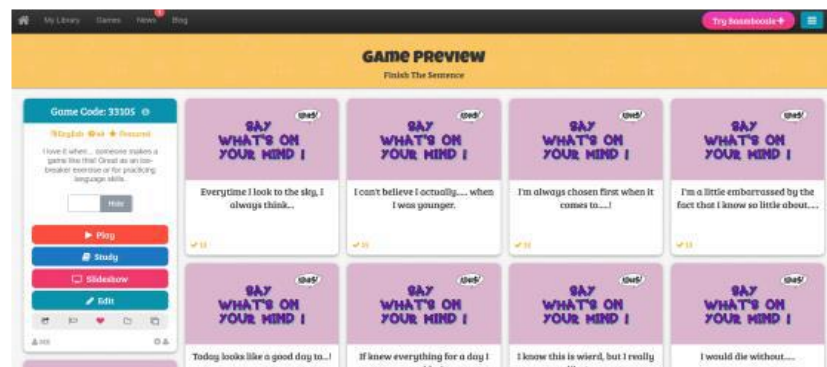
Figure II.4 Display of 4 features after the educator creates or selects a game which will be used.
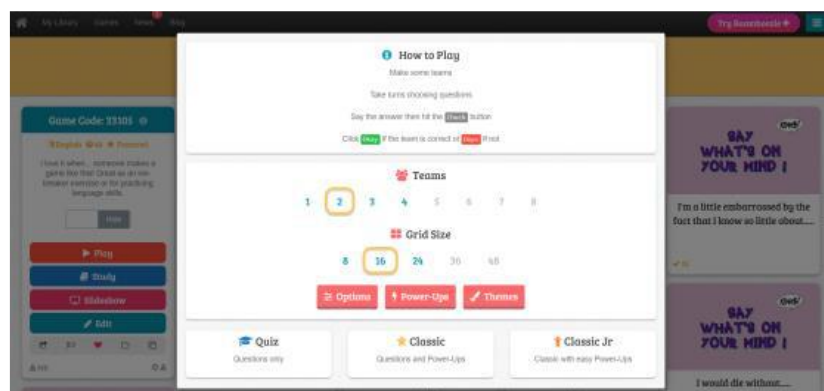
Figure II.5 Display of options in the play feature when starting the game.

d. The Procedure of Teaching Baamboozle Game

Himang at.al, stated that the uses of Baamboozle Game in order to teach vocabulary by Baamboozle Game, teacher can do the following procedure bellow;[28]

1. The teacher collects photos or images that are appropriate to the learning topic teacher wants to teach, then the teacher enters the images into Baamboozle.

2. Students are divided into 4 groups.

3. Students and teachers choose three people to be judges.

4. Take turns, members of each group come forward, choose the question number, and answer the question correctly.

5. After the participant answers, the jury decides whether the answer is right or wrong, if it is right, click 'okay', if it is wrong, click 'oops'. only correct answers will earn points.

6. The group that gets the highest points is the winner.

e. The Advantages of Baamboozle Game

Andriyani and Feradona[29] stated that there are many advantages of Baamboozle Game, namely as explained below;

1. The Baamboozle website has an attractive and informative appearance that makes students enjoy playing it.

---

[28] Maria Goretti Dau himang, Ervin Aprilianti, Melda Anggraeni Saputri, Sadriana Ayu Mahardika, Erni Rusmi Yanti, *50+ Aktivitas Seru Membangun Karakter*, (Bandung:Nila Cakra Bublishing House, 2024),p.84

[29] Iin Andriyani, Meilani Feradona, "Pemanfaatan Penggunaan Ice - Breaking Pada Website Baamboozle Dalam Kegiatan Pembelajaran." https://doi.org/10.1010/Pendahuluan

2. The Baamboozle website allows teachers to create their own games, so that teachers can adapt the games they play to the vocabulary topics they will be teaching.

3. The Baamboozle website can be used to improve the atmosphere and conditions of students, especially in vocabulary learning

4. The Baamboozle website is a learning medium that fosters a sense of collaboration within the team. so that students can work together well.

The conclusion of the advantages of playing Baamboozle Game is Baamboozle Game has many benefits for both teachers and students, where by using Baamboozle Game teachers can create their own question that suit the topic that the teacher will teach and Baamboozle Game can also make students more active and clever at working together in a team.

f. The Procedure of Teacing Vocabulary by Using Baamboozle Game

In procedure of the research, the researcer have 3 steps to get the data from the students, they are pre-test, treatment, and post-test. The test and treatment that researcher has been given to the students to know the effect of the media.

1. Pre-test

The students had been taken an exam called a pre-test before receiving treatment. Pre-test mean evaluating students' fundamental knowledge before using the media. You may see the steps below :

1.) The researcher formulates certain vocabulary-related questions

2.) The researcher gives the test papers and answer sheets to the experimental and control classes.

3.) The researcer then goes over how to complete the test.

4.) The students are then given opportunity to respond

5.) The researcer compiles the pupils' responds

6.) The researcher checks the students' answer sheets and totals their scores last.

2. Treatment

The researcher has been applied the media in the treatment. The researcher provided the students with vocabulary-related materials. The researcher did teaching and use Baamboozle Game as the media. The procedures can be seen in the table below:

Teaching Experimental Class by Using Baamboozle Game

Teacher's Avtivities	Procedures' of Using Baamboozle Game	Students' Activities
Pre-teaching		
Teacher comes into the class and open the class.	The head of the class leads the students to pray together.	Students start to play together.
Then teacher asks the students to pray together.	Teacher and students pray together	The students pray together

Teacher checks the students' attendant list and gives motivation to students.	Teacher checks the students' attendant list and teacher gives the motivation before start the class.	Students pay attention to teacher and listen to the teacher.
Teacher's Avtivities	**Procedures' of Using Baamboozle Game**	**Students' Activities**
While-teaching		
Teacher explain about the material that they will learn.	Teacher explain the material and shows the some pictures of vocabulary and asks the students about the name of vocabulary	Students pay attention to teacher and aswer the name of vocabulary.
Teacher ask the students to make a group.	The teacher groups students into 4 groups.	Students follow the instruction from the teacher.
Teacher gives the rules and how to play the game, and then teacher asks students to start and play the game.	The teacher and students start to play the game	Students follow the instruction from the teacher.
Teacher opens the number chosen by each group one by one Starting from the first group and so on.	Teacher opens the number chosen by each group one by one.	Students answer the question quickly
Post-teaching		
Teacher writes down the score of teams.	Calculate the total scores obtained to determine the winner.	Students pay attantion to teacher.

Teacher asks students do students still have questions that they do not understand from the lesson that have been given.	Teacher gives time to students to ask questions.	Students asks the teacher what they want to ask.
Teacher closed the class by asking students to pray	The class closed by praying together	All of students pray together.

3. Post test

A post-test is one that is conducted after doing treatment. The final test in this research is the post-test. It refers to determining whether or not there is a significant influence. The researher do a steps during this test. They are:

1.) The researcher first prepares a vocabulary test

2.) Next, the experimental and control classes receive test papers and answer sheets from the researcher.

3.) Next, the researcher provides instruction on how to respond.

4.) Students answer to the question

5.) The researcher then collects the answer sheets.

6.) Last, the researcher checks every students' answer and totals the result.

g. The Baamboozle Game Aplication for Teaching

Media is a tool that has the function of conveying messages. Media is an intermediary or messenger from the sender to the message recipient. Learning media in general is a tool for the teaching and learning process. Learning media can be used to stimulate thoughts,

feelings, attention and learning abilities or skills so that it can encourage a more effective learning process. Development Learning technology and its role The media is very important. Media machine learning Technology is seen as an application. The application of learning technology have a great contribution in learning.[30] Donmus in Rahayu and Riska stated that "The value of educational games has been increasing in language education since they help to make language education entertaining".[31]

Based on the statements above, the researcher conclude that using media can make it easier to convay massages. And game technology machines are interesting media that can be used in learning.

B. The Related Findings

Previous related findings is used to support argument in this research. Besides, it is also used as reference and comparison the research with the other research. There have been some finding related to this study. Some of there are:

The first, Wulandari and Susanto stated Bamboozle media has improved students' vocabulary abilities.[32] The research method in this study

---

[30] M. Miftah, "Fungsi, Dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa." https://doi.org/10.31800/jurnalkwangsan.v1i2.7.

[31] Widya Adhariyanty Rahayu dan Suastika Yulia Riska, "Pengembangan Media Pembelajaran Game Kosakata Bahasa Inggris." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=widya+adhariyanty+rahayu+pengembangan+media+pembelajaran+game+kosakata+bahasa+inggris&btnG=#d=gs_qabs&t=1721013559358&u=%23p%3DxpSvXG5UEUMJ

[32] Wahyu Wulandari, Dias Andris Susanto, "Using Bamboozle Games To Improve Students' Vocabulary In Understanding Narrative Text." https://ejournal.lumbungpare.org/index.php/jim/index.

used a quantitative approach. This research used an experimental design consisting of two groups, namely the experimental group and the control group. The population in this research was class IX students of SMP N 1 Penawangan for the 2023/2024 academic year. The samples from this research was class IX H, This technique in the research was a quasi-experiment. The conclusion of this research is Bamboozle games can improve students' vocabulary in understanding narrative text of students SMPN 1 Panawangan.

The second, Nabila stated there was improvement of the students' vocabulary by using Baamboozle Game.[33] the research method in this study used Classroom Action Research. 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 conclusion of this research is Baamboozle Game can make students' vocabulary better than before.

The third, Arini and Suwarso stated students respond positively to Baamboozle for vocabulary learning. Using technology in learning is important. Baamboozle Game is an effective way to learn vocabulary in fun way. the researcher analysis the data through three phases: familiarizing and organizing, coding and reducing, and interpreting and representing. The

---

[33] Hilmatun Nabila, "The Use of Baamboozle Games To Improve Students' Vocabulary of State Junior High School 2 Panti in Academic Year 2023/2024." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=hilmatun+nabila+the+use+of+baamboozle+game+to+improve+students+vocabulary&btnG=#d=gs_qabs&t=1721014271623&u=%23p%3DBsbi4HzE3koJ

results showed that students respond positively to Baamboozle for vocabulary learning.[34] So, technology-based gamification using Baamboozle is recommended in learning English vocabulary.

The fourth, Gultom stated this research aims to increase students' learning motivation by using Baamboozle Game.[35] Data collection techniques used in this research are observation, questionnaire results, and documentation. There was an increase between cycle 1 and cycle 2 that is the average value of student learning outcomes in the first cycle of research was 71.5%, and the average value of student learning outcomes in the second cycle was 87.5%.

The fifth, Aryansyah stated that the Application of the Baamboozle Game can improve students' vocabulary mastery.[36] This research conducted in SMPN 1 Sukasada. The results showed an increase in the percentage of students who had a high level of vocabulary mastery in each cycle, in the first cycle recorded 62.13% and in the second cycle recorded 81.74%.

---

[34] Alifia Rifda Arini and Pratnyawati Nuridi Suwarso, "EFL Students' Perception Towards The Use Of BAAMBOOZLE For Vocabulary Learning." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=alifia+rifda+students+perception+towards+the+use+of+baamboozle+for+learning&btnG=#d=gs_qabs&t=1721014420420&u=%23p%3DdRh7PEw1BiQJ

[35] Gus Muliadi Gultom, Firman, "Implementasi Media Game Baamboozle Untuk Meningkatkan Motivasi Belajar Siswa Kelas Fase F.4 SMA N 10 Kota Jambi." https://doi.org/10.22437/krinok.v3i1.27330.

[36] Andika Dwi Aryansyah, "The Application of The Baamboozle Game To Improve Students' Vocabulary Mastery." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=andika+dwi+aryansyah+the+application

Based on the result above, the differences between the previously from the researcher, it can be seen from the research, which is Nabila, the differences can be seen in the research design, Nabila use Classroom Action Research (CAR) where the research aim to improve students' vocabulary by using Baamboozle Game while researcher use Quasi experimental research with the aim of proving whether the theory that says Baamboozle Game is effective for vocabulary is true or not . Then from Aryansyah can be seen from the subject, which is Aryansyah where the subject of her research is SMPN 1 Sukasada, which is the sample is junior hight school children attending state school who study English twice a week while this research is boarding school children at eight-grade students of Pesantren Darusshoufiyah An-Nakasabandi who attend private school who study English once a week.

C. The Conceptual Framework

Vocabulary is important part of language to speak, write, and listen without vocabulary there will not a language or sentence. Vocabulary is a basic knowledge to master all skills in English. The are problems in students English learning in Pesantren Darusshoufiyah An-Nakasabandi, Their English teacher said that their students are lack of vocabulary knowledge. Students difficult to read and tell the vocabulary and the students difficult to memorize vocabulary.

To solve these problem, the researcher thought it is needed a teaching strategy in order to teach vocabulary, especially to make students

easy and enjoy to read, tell, and memorizing some words. The teaching strategy used in this research is using Baamboozle Game as a technique to learn vocabulary. Wulandari et.al, states that "games can be an effective way to teach vocabulary because junior high school students prefer playing games than listening to teachers explain concepts".[37] The use of game can changes the situation of boring class become fun class. The interest of the students to study a lesson of vocabulary would be higher through the use of Baamboozle Game. The researcher proposes a teaching technique of using Baamboozle Game in teaching vocabulary as a solution.

Baamboozle Game is a great way for students improve their vocabulary, and have fun at the same time. Baamboozle is a game that has fun activities that give students the opportunity to practice foreign languages in a relaxed and fun way. This baamboozle game is an online learning platform that offers fun accessibility in the classroom. With this game students can enjoy their learning process and easier to remember vocabulary they learn. Therefore, this Baamboozle Game will be used in experimental research using a quasi-experimental method where the research is located at the Darusshoufiyah An-Nakasabandi, Jambur Batu village, Sipirok, South Tapanuli district.

To determine the effect of the Baamboozle Game, two groups were used as data collection samples for this research. The groups are pre-test and

---

[37] Wahyu Wulandari, Dias Andris Susanto, "Using Bamboozle Games To Improve Students' Vocabulary In Understanding Narrative Text." https://ejournal.lumbungpare.org/index.php/jim/index.

post-test. The first step is a pre-test, which gives students a chance to find out their abilities before being given treatment. After that, the baamboozle game was used to teach the experimental group, and the teacher's technique was used to teach the control group. The final post-test was to determine the effect of using the Baamboozle Game on students' vocabulary mastery at eight grade of Pesantren Darusshoufiyah An-Nakasabandi.

Based on the description above, the conceptual framework can be seen in the figure below

```
┌─────────────────────────────────────┐
│ The students are lack of vocabulary  │
│ knowledge. Students difficult to read,│
│          tell and memorize vocabulary.│
└─────────────────────────────────────┘
                    │
          ┌───────────────────┐
          │  Baamboozle Game  │
          └───────────────────┘
                    │
          ┌───────────────────┐
          │      Pre-Test     │
          └───────────────────┘
                    │
          ┌───────────────────┐
          │ Experiment class with│
          │   Baamboozle Game │
          └───────────────────┘
                    │
          ┌───────────────────┐
          │     Post test     │
          └───────────────────┘
                    │
          ┌───────────────────┐
          │     Hypothesis    │
          └───────────────────┘
              /          \
  ┌──────────────────┐  ┌──────────────────┐
  │  Hₐ (Accepted)   │  │  Hₒ (Rejected)   │
  └──────────────────┘  └──────────────────┘
```
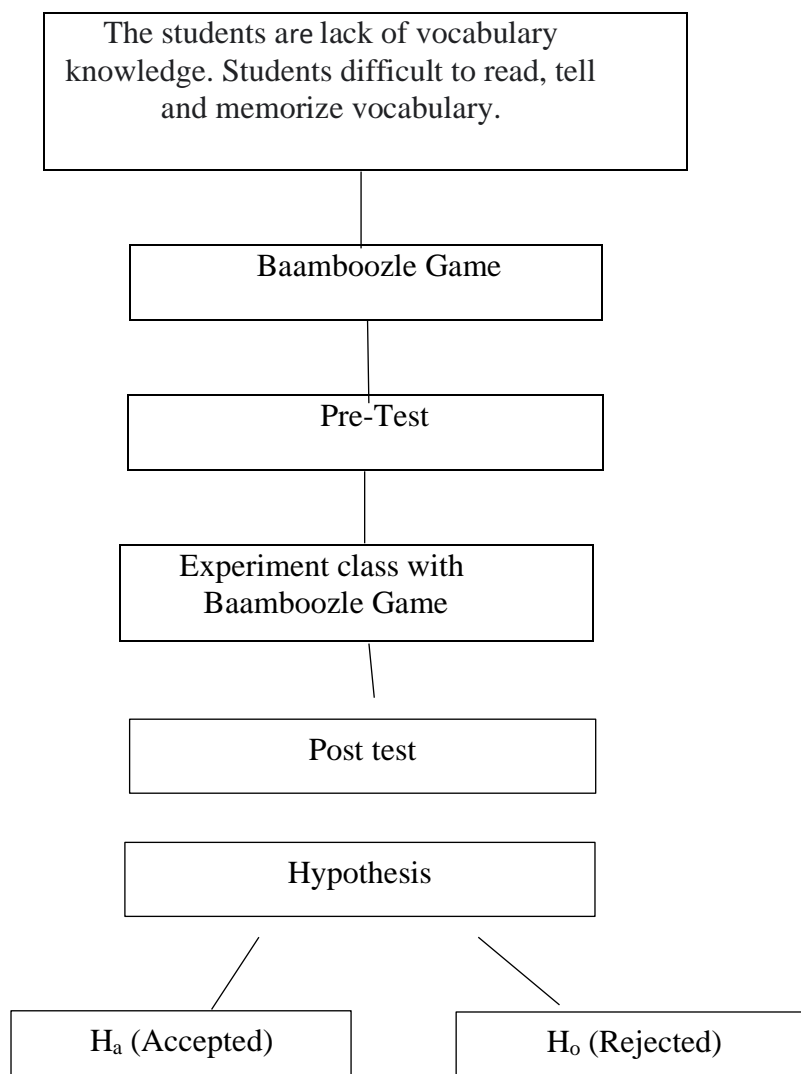
Figure II.6 The Conceptual Framework

D. The Hypothesis

In quantitative research, hypothesis is prediction the researcher holds about relationship among variables. The researcher hypothesized that "there is a significant effect of Using Baamboozle Game on Students' Vocabulary Mastery at Eight grade Students of Pesantren Darusshoufiyah An-Nakasabandi".

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

Tre researcer used quantitative research and the experimental as a method and this research used a Pre-experimental design. Pre-experiment is a type of research design that belongs to one - group pre-test post-test design. Pre-experiment design make it possible to conduct a research with small groups, so the researcher used pre-experimental design due to population limitations in the place studied by the researcher. It can be illustrated in the table below:

Table III. 1

One Group Pretest and Post Test Design

Class	Pre-test	Treatment	Post-test
Experimental Class	✓	Baamboozle Game	✓

B. The Time and the Location of the Research

The researcher conducted the study at Pesantren Darusshoufiyah An-Nakasabandi, which is located in Jambur Batu Village,Sipirok Sub-district, South Tapanuli Regency. This research started from November 2023 until September 2024

C. The Population and the Sample

1. Population

The population of this research is eight-grade students at pesantren Darusshoufiyah An-Nakasabandi which consists of 1 (one) class with 30 students.

2. Sample

The method used to take samples in this technique is population sampling, because the population is small, namely 30 students, the researcer used population sampling in this research. Population sampling is a technique for determining a sample if all members of the population are used as a sample. In other word, population sampling can be called a cencus, where all members of the population is used as a sample. So, the sample of this research is all the eight-grade students at pesantren Darusshoufiyah An-Nakasabandi which consists of 30 students.

Table III.2
Sample of the Grade VIII Pesantren Darusshoufiyah
An-Nakasabandi

No	Class	Total
1.	VIII	30

D. The Instrument of Data Collection

1. Test

In this research, the researcher used vocabulary test that consist of multiple choice. This research used 100 questions for validation, namely 50 questions for the pre-test and 50 questions for the post-test. Then after being validated there were 28 valid questions in the pre-test and 29 valid questions in the post-test. therefore, to make it easier to accumulate the scores, the question becomes 25 multiple choice of pre-test and 25 multiple choice of post-test. the participants answered according to what they know and get. The researcher gave a test about vocabulary that was related to "Animals and things in the classroom".

The indicator items of the pre-test for the vocabulary mastery instrument is below:

Table III. 3 The Indicator Items of Pre-Test

No	Indicator	Items	Number of Items	Value	Score
1.	Students are able to know the meaning of animals and things in the class room.	9	1, 10, 11, 12, 13, 14, 15, 16, 17.	4	36
2.	Students are able to write correct spelling of animals and things in the class room.	8	18, 19, 20, 21, 22, 23, 24, 25.	4	32
3.	Students are able to identify name and the characteristics of animals and things in the class room	8	2, 3, 4, 5, 6, 7, 8, 9.	4	32
	Total	**25**			**100**

The indicator items of the post-test for the vocabulary mastery instrument is below:

Table III. 4 The Indicator Items of Post-Test

No	Indicator	Items	Number	Value	Score
1.	Students are able to know the meaning of animals and things in the class room.	7	11, 12, 13, 14, 15, 19, 20.	4	28
2.	Students are able to write correct spelling of the animals and things in the class room.	5	21, 22, 23, 24, 25.	4	20
3.	Students are able to identify name and the characteristics of animals and things in the class room	13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 16, 17, 18.	4	52
	Total	**25**			**100**

E. The validity and the Reliability of Instrumen

1. Validity

Validity is an important thing in conducting research, validity is a way of validating tests, because a good test must have validity. In this research, researchers used item validity. There are two tests that validated, namely the Pre-test and Post-test. The students at grade VIII in

Darusshoufiyah have valid it. The researcer used SPSS 29 to calculated the data.

In pre-test there are 28 out of 50 questions that are valid, where numbers 1, 2, 5, 6, 8, 10, 13, 15, 20, 21, 23, 25, 26, 28, 29, 30, 31, 33, 34, 37, 38, 39, 41, 43, 46, 47, 48, 50. And there are 22 out of 50 questions that are not valid, where numbers 3, 4, 7, 9, 11, 12, 14, 16, 17, 18, 19, 22, 24, 27, 32, 35, 36, 40, 42, 44, 45, 49.

In post-test there are 29 out of 50 questions that are valid, where numbers 1, 2, 4, 6, 9, 11, 12, 14, 15, 16, 18, 19, 20, 22, 25, 27, 28, 29, 30, 32, 33, 35, 38, 40, 42, 43, 46, 49, 50. And there are 21 out of 50 questions that are not valid, where numbers 3, 5, 7, 8, 10, 13, 17, 21, 23, 24, 26, 31, 34, 36, 37, 39, 41, 44, 45, 47, 48.

2. Reliability

An instrument of the research must be reliable. Researcher use Internal Consistency Reliability technique. Reliability is the consistency and accuracy of the assessments resulting from the measure under study. Internal consistency of measurement is defined as reliability. Internal consistency is carried out by trying the instrument only once, and then the data obtained is analysis by using certain techniques. The test of success is reliability.

F. The Technique of Data Analysis

1. Normality Test

A normality test can determine whether research data are normal or not. Normality test by using Shapiro-Wilk, researcher use the Shapiro-Wilk test because the Shapiro Wilk test has high power in detecting deviation from a normal distribution, especially for small to medium sample. This test is more sensitive in detecting violation of the normality assumption. The Shapiro-Wilk test is said to be normal if the p value is greater than a predetermined significance level, usually 0.05. Shaporo wilk. To calculated the data the reseaecer used SPSS 29.

2. Hypothesis Test

Hypothesis is the statement or initial conjecture about the relationship between variables in a research study. The hypothesis serves as an initial step in the research process, guiding investigation and testing. In this reserach, the researcher used the one sample T-test using SPSS 29.0 version. The results can be seen from the mean score. The mean score showed whether there was a difference between mean score of the pre-test and mean score of the post test, which means that the media was useful or not. Researchers must made a hypothesis from the data that has been analyzed by looking at the t_{count} and comparing it with t_{table}. If $t_{count} > t_{table}$ means the alternative hypothesis is accepted, while if $t_{count} < t_{table}$ means the alternative hypothesis is rejected.

According to Ridwan in Siregar[38] the category interpreted of mean score can be seen in the table below :

Table III.5
The Criteria Score Interpretation of Mean Score

Persentages	Criteria
0%-20%	Very Low
21%-40%	Low
41%-60%	Enough
61%-80%	Good
81%-100%	Very Good

Based on the table above, the mean score of pre-test before using Baamboozle game was 56.13. So, the category was Enough. And the mean score of post-test after using Baamboozle game was 80.40, and the category was very good.

---

[38] Fitri Rayani Siregar, "Male and Female Students' Vocabulary Mastery," *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): 237–49, https://doi.org/10.24952/ee.v10i2.6755.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, in order to find out the effect of Baamboozle Game on students'
vocabulary mastery at the Eight grade students of Pesantren Darusshoufiyah An-
Nakasabandi, the researcher has taken the data by pre-test and post-test and the
researcer has applied quantitative analysis in this research. Then the researcher
described the data as follow:

A. Description of Data

To determine the effect of Baamboozle game on students'
vocabulary mastery, the researcher has taken the data through pre-test and
post-test. Therefore the researcher describes the data in the table below.

1. Description Data of the Pre-Test

To know the students' vocabulary mastery before using Baamboozle
Game the researcher describes the data of the pre-test in the table below.

Table IV. 1 The Students' Score in Pre-Test

No.	Description	Statistics
1.	Total Score	1.684
2.	Highest Score	80
3.	Lowest Score	32
4.	Range	48
5.	Interval	8
6.	Mean	56.13
7.	Median	60
No.	Description	Statistics
8.	Modus	56

9.	Variant	221.22
10.	Standard Deviation	14.874

The 25-questions multiple-choice of pre-test was given to the students before being given treatment using the Baamboozle Game. The researcher calculated the students' score based on their pre-test responses, and then ranked the results in interval class form, starting from the lowest score and then to the highest score. The statistician used a formula for statistics to calculate the range, interval, mean, median, modus, variation, and standard deviation. Scores were obtained by the researcher through calculation.

From the table above it can be seen that the total score achieved by all the students in the pre-test was 1.684, it shows the total number of points earned by all participating students. difference between the highest score and the lowest score of the students' score in this pre-test was 48, it means there is considerable difference in students' achievements, indicating variations in their level of understanding or skills. interval was 8, mean score was 56.13, it means, in general, students score around 56 of the maximum total marks. So, the category was enough. The median score was 60, it means that half of the students got a score above 60 and the other half below 60, The median gives an idea of the middle score position of the score distribution. it means that half of students who got a score below 75 do not pass the minimum completion criteria. The modus the score was 56. The modus is the score that appears most frequently in the data. Where the

number 56 appears 5 times in this test. variant was 221.22. The researcher

got that the highest score was 80, and the lowest score was 32, which shows

the range of abilities among students, with some students achieving high

score and others relatively lower.

Table IV.2 The Frequency Distribution of Students' Score in Pre-Test

No.	Interval	Midpoint	Frequency	Percentages
1.	32-39	35.5	5	16.67%
2.	40-47	43.5	4	13.33%
3.	48-55	51.5	4	13.33%
4.	56-63	59.5	5	16.67%
5.	64-71	67.5	6	20.00%
6.	72-79	75.5	4	13.33%
7.	80-87	83.5	2	6.67%
	i = 8	416.5	30	100%

After getting the result of mean, median, and modus, next step is

determining midpoint of all the intervals. Then, the researcher made it into

percentages to see the dominants score of the students.

From the table above it is known that the highest percentage, namely

20.00%, is a score between 64-71, namely 6 students. on the other hand, the

lowest percentage is no more than 7%. The score that appeared most rarely

was between 80-87, namely only 2 students. then there are two scores with

the same frequency, namely the same 5 students with a percentage of 16.67%,

namely scores 32-39 and 56-63. and there are three scores with the same

frequency, namely the same 4 students with a percentage of 13.33%, namely

scores 40-47, 48-55 and 72-79.

It means that from the data it is known that according to the minimum completion criteria (75), around 3 students passed.

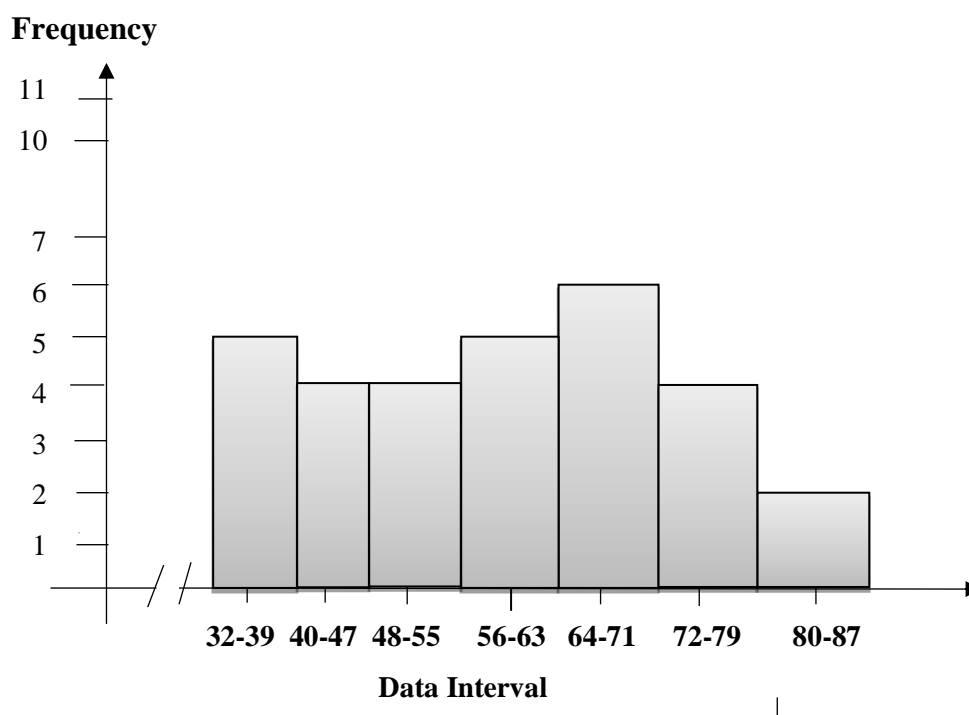Then the researcher presented the data in the form of histogram as follow:

Frequency

Figure IV. 1 The Frequency in Pre-Test

The histogram pre-test on the figure described the students' score based on interval. The X-axis showed the interval score obtained by students, while Y-axis showed the number of students who got that the scores. There was 5 students got score in interval 32-39, 4 students who got score in interval 40-47, 4 students who got score in interval 48-55, 5 students who got score in interval 56-63, 6 students got score 72-79, 2 students who got score in interval 80-87, 2 students who got score in interval 80-87.

2. **Description Data of Post-Test**

To know the students' vocabulary mastery after using Baamboozle Game the researcher describes the data of the post-test in the table below.

Table VI.3 the Score in Post-Test

No.	Descriptive	Statistics
1.	Total Score	2.372
2.	Highest Score	100
3.	Lowest Score	56
4.	Range	44
5.	Interval	8
6.	Mean	80.40
7.	Median	80
8.	Modus	76 & 80
9.	Variant	144.87
10.	Standard Deviation	127.28

After giving the Baamboozle Game treatment, students did the post-test to know how Baamboozle Game affects the students' vocabulary mastery. The test consists of 25 multiple choices question. Based on the students' answer in post-test, the researcher has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated it based on statistic formula. The researcher calculated it to get the score of range, interval, mean, median, modus, variant, and standard deviation.

From the table above it can be seen that the total score achieved by all the students in the pre-test was 2.372, it shows the total number of points earned by all participating students. The difference between the highest score

and the lowest score of the students' score in this pre-test was 44, it means there is considerable difference in students' achievements, indicating variations in their level of understanding or skills. The interval was 8, mean score was 80.40, it means, in general, students score around 80 of the maximum total marks. So, the category was very good. The median score was 80, it means that half of the students got a score above 80 and the other half below 80, The median gives an idea of the middle score position of the score distribution. it means that half of students who got a score below 75 do not pass the minimum completion criteria (75).

Further, the modus the score was 76, dan 80. The modus is the score that appears most frequently in the data. Where the scores 76 and 80, appears 5 times in this test. The variant was 144.87. The researcher got that the highest score was 100, and the lowest score was 56, which shows the range of abilities among students, with some students achieving high score and others relatively lower.

Table VI.4 the Frequency Distribution of Students' Score in Post-Test

No.	Interval	Midpoint	Frequency	Percentages
1.	56-63	59.5	1	3.33%
2.	64-71	67.5	3	10.00%
3.	72-79	75.5	8	26.67%
4.	80-87	83.5	7	23.33%
5.	88-95	91.5	6	20.00%
6.	96-103	99.5	5	16.67%
	i = 8	477	30	100%

After calculating and getting the result of mean, median and modus, the next step is determining midpoint of all the intervals. Then, the researcher made it in to percentages to see the dominants score that gotten by the students.

From the table above it is known that the highest percentage, namely 26.67%, is the score between 72-79, namely 8 students. on the other hand, the lowest percentage is no more than 4%. The score that appeared most rarely was between 56-63, namely only 1 student. then followed by a score which had a percentage less than 24% with the score between 80-87 and then followed by a score which had a percentage of 20.00% with the score between 88-95. Then the interval class with the highest score, namely 96-103, has a percentage of 16.67% with a total of 5 students.

It means that from the data it is known that according to the minimum completion criteria (75), around 22 students passed.

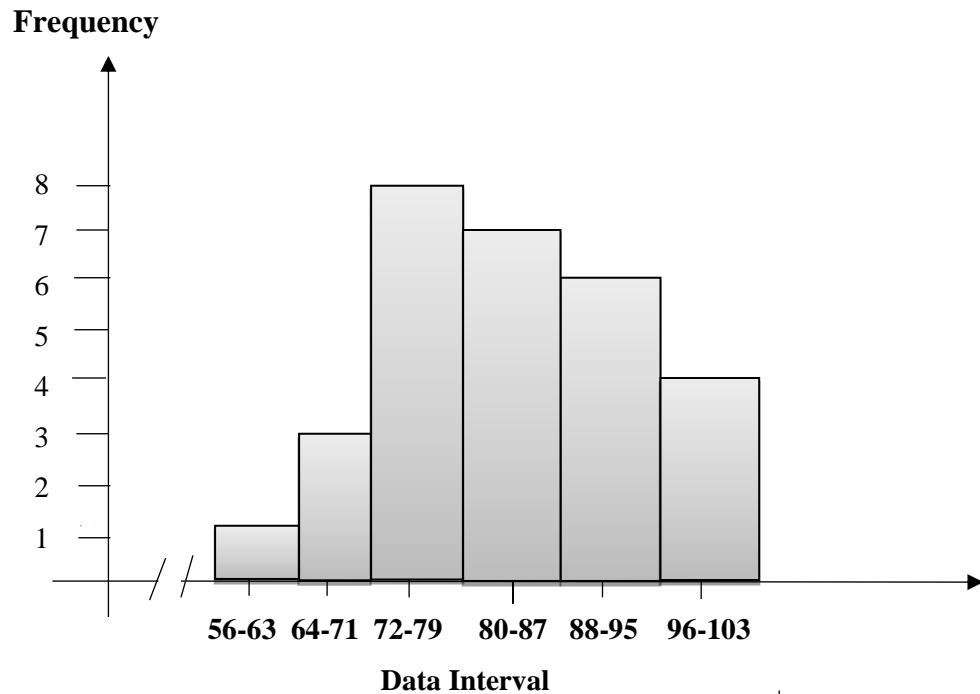Then the researcher presented the data in the form of histogram as follow:

Frequency

Figure IV. 2 The Frequency Distribution of Students' Score

in post-test.

The histogram on figure described the students score based on interval. The X-axis showed the interval score obtained by students, while Y-axis showed the number of students who got that the scores. There was 1 student got score in interval 56-63, 3 students who got score in interval 64-71, 8 students who got score in interval 72 - 79, 7 students who got score in interval 80 - 87, 6 students got score 88-95, 5 students who got score in interval 80-87, 2 students who got score in interval 96-103.

3. Description of Comparison of Pre-Test and Post-Test

After getting the result in pre-test and post-test, the researcher made the data comparison in the form of table. It can be seen in the table below.

Table VI.5 the Comparison Data of Pre-Test and Post-Test

No.	Description	Pre-Test	Post-Test
1.	Total Score	1.684	2.372
2.	Highest Score	80	100
3.	Lowest Score	32	56
4.	Range	48	44
5.	Interval	8	8
6.	Mean	56.13	80.40
7.	Median	60	80
8.	Modus	56	76 & 80
9.	Variant	213.85	144.87
10.	Standard Deviation	14.874	11.282

After getting the result in pre-test and post-test, the researcher made the data comparison in the form of table. The result of pre-test and post-test score compared the differences. The result of data consists of total score, highest score, lowest score, range, interval, mean, median, modus, variant, and standard deviation.

Based on the table, the researcher found that most of students got low score in pre-test. The VIII class getting the lowest score in pre-test was 32 and the highest score was 80. But, after get the treatment, the post-test of students VIII gets the lowest score was 56 and the highest score was 100. Based on this data, it can be concluded that the students' vocabulary mastery score was higher in the post-test that the students' score in pre-test.

B. Data Analysis

This data has been analyzed with normality test and hypothesis test. It can be seen in the table below.

1. Normality Test

The normality test in this research used *Shapiro-Wilk.* The data was calculated by using SPPS version 29. It can be seen in the table below.

Table VI.6 Normality Test

		Shapiro-Wilk		
	Class	Statistic	df	Sig.
Student Learning Outcomes	Pre-test	.943	30	.110
	Post-test	.967	30	.449

The normality test in this research used *Shapiro-Wilk.* The data was calculated by using SPPS version 29. From the table test of normality above, can be seen that the significances 110, where 110 > 0.05. It means the data is normal. More complete table from SPSS 29 can be seen in the appendix.

2. Hypothesis Test

The hypothesis in this research was carried out by using the One-Sample Test. This research used the SPSS version 29 application to calculate hypotheses statistically. It can be seen in the table below.

Table VI.7 Hypothesis Test

			Significance			95% Confidence Interval of the Difference	
One-Sample Test							
	t	df	One-Sided p	Two-Sided p	Mean Difference	Lower	Upper
Student Learning Outcomes	29.514	59	<.001	<.001	68.267	63.64	72.90
Class	23.043	59	<.001	<.001	1.500	1.37	1.63

The researcher has found that the normality is normal. Next, to test the hypothesis can be done using the One-Sample Test. Researcher used the SPSS version 29 application to calculate the hypothesis statistically. To see the effect of Baamboozle Game on students' vocabulary mastery at the Eight grade students of Pesantren Darusshoufiyah An-Nakasabandi.

From the table above, it can be seen that the t_{count} is 29.514. To find out whether the hypothesis is accepted or not, the researcher looked at the t_{table} with a significance level of 0.05. The t_{table} is 2.048. This means that t_{count} > t_{table} (29.514 > 2.048). It means that the hypothesis is accepted. This means that "There is a significant effect of Using Baamboozle Game on students' vocabulary mastery at the Eight grade students of Pesantren Darusshoufiyah

An-Nakasabandi". More complete table from SPSS 29 can be seen in the appendix.

C. Result

After conducting the research, the researcher found that mean score of pre-test class before being given the action of the Baamboozle Game was 56.13, with a minimum score was 32 and a maximum score was 80. After being given treatment by using Baamboozle Game in post-test, the mean score of students was 80.40, with a minimum score was 56 and a maximum score was 100. That is, there was an increase in the mean score of students. Moreover, researcher have tested the hypothesis in this research using one sample t-test with a significant level of 0.05 and calculated with SPSS version 29. Researcher found that $t_{count} > t_{table}$ (29.514 > 2.048). It means that the hypothesis is accepted. Thus, "There is a significant effect of Using Baamboozle Game on students' vocabulary mastery at the Eight grade students of Pesantren Darusshoufiyah An-Nakasabandi".

D. Discussion

Deria Bylieve's theory states that a large number of digital programs and services containing gemification components and aimed at teaching and training vocabulary skills can be found on the internet.[39] Among these game designs includes Baamboozle is true. This research found that the minimum score of Pre-test was 32 and maximum score of Post-test was 100. Then this

---

[39] Daria Bylieva, *The World of Games Technologies for Experimenting, Thinking, Learning,* (Switzeland:2023), p.293

research found the mean score in pre-test was 56.13 and the mean score in post-test was 80.40.

So, Baamboozle Game can be used in vocabulary learning is true, this game can provide a good learning experience. It can be seen from the research compared with this research. All have the same result that is Baamboozle Game can affect the students' vocabulary mastery.

This research has research result where the result of this research support the theory put forward by Daria Bylieve and then the researcher compares the results with previous research:

First, Wulandari at al.,[40] found that the minimum score of Pre-test was 58 and maximum score of Post-test was 94. While, this research found the minimal score of Pre-test was 32 and the maximum score of Post-test was 100. Then, they found the mean score in pre-test was 67.67 and post-test was 83.07, while, this research found the mean score in pre-test 56.13 and post-test 80.40. There is significant difference in the result of these two researchers could be caused by the way of giving treatment of the different type of form of questions.

In conclusion, Deria Bylieve's theory states that a large number of digital programs and services containing gemification components and aimed at teaching and training vocabulary skills can be found on the internet. Among these game designs includes Baamboozle is true.

---

[40] Wahyu Wulandari, Dias Andris Susanto and Faiza Hawa, "Using Bamboozle Games To Improve Students' Vocabulary In Understanding Narrative Text."

E. Threats of the Research

The research found some threats of the research as follows:

1. Technical problems related to the use of Baamboozle Game Media such as unstable internet connections which can disrupt the learning process.

2. This research only used written test to measure vocabulary improvement. The results may not cover all aspects of vocabulary mastery.

CAPTER V

CLOSING

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before learning by using Baamboozle Game, the students' vocabulary mastery was enough. It can be seen from the mean score of the pre-test was 56.13, it means the students' vocabulary mastery is enough.

2. After learning by using Baamboozle Game, the students' vocabulary mastery increasing became better than before. It can be seen from the mean score of the post-test was 80.40, the students' vocabulary mastery was very good.

3. There is a significant effect of using bamboozle game on students' vocabulary mastery at the eight grade students of Pesantren Darusshoufiyah An-Nakasabandi. So, the researcher found the result of T-test where $t_{count} > t_{table}$. It means hypothesis is accepted.

B. Implication

Based on the research conducted on "The Effect of Baamboozle Game on Students Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi". There are several implications obtained from the results of the study, they are:

1. The results of this study can be used as a reference to use the Baambozle Game as one of the teaching media to improve students' vocabulary mastery.

2. This study can increase teachers' awareness about the importance of using Baamboozle Media in teaching English.

3. The results of this research can improve the quality of English learning at the Pesantren Darussoufiyah An-Nakasabandi.

C. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. The head master of Pesantren Darusshoufiyah An-Nakasabandi to motivate the teacher, especially to the English teachers to teach using media that is widely provide to increase students' knowledge in learning English, one of which is using the Baamboozle game media.

2. The English teacher, the researcher suggests to use the appropriate media to teach or explain English subject to the students so the students will not be bored in learning English, interested, and can enjoy and increase their skill in learning English.

3. Other researcher, the researcher hopes that the others researchers who want to conduct research related to this research to find the others influence of this media deeply.

REFERENCES

Arini, Alifia, Rifda, and Suwarso, Pratnyawati, Nuridi. "EFL Students' Perception Towards The Use of Baambozle For Vocabulary Learning." *Eltin Journal : Journal of English Language Teaching in Indonesia* Vol. 12 No, no. 2022 (2024): 97–110. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=alifia+rifda+students+perception+towards+the+use+of+baamboozle+for+learning&btnG=#d=gs_qabs&t=1721014420420&u=%23p%3DdRh7PEw1BiQJ

Alkahtani, Mofareh. "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* III, no. 3 (2015): 21–34. https://doi.org/10.20472/te.2015.3.3.002.

Allen, Virginia, French. *Techniques in Teaching Vocabulary*, 1983.

Andriyani, iin, Feradona Meliani, & Rizaldi Vianka Putri. "Pemanfaatan Penggunaan Ice - Breaking Pada Website Baamboozle Dalam Kegiatan Pembelajaran." *Proseding Didaktis: Seminar Nasional Pendidikan Dasar* 6, no. 1 (2021): 318–27. https://doi.org/10.1010/Pendahuluan

Aryansyah, Dwi Andika. "The Application of The Baamboozle Game To Improve Students' Vocabulary Mastery," 2018. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=andika+dwi+aryansyah+the+application+of+the+baamboozle+game+to+improve+students+vocabulary+mastery&btnG=#d=gs_qabs&t=1721014750255&u=%23p%3DhDMBitX6uNkJ

Bylieva, Daria. *The World of Games Technologies for Experimenting, Thinking, Learning,* (Switzeland:2023), p. 293. https://books.google.co.id/books?id=7FflEAAAQBAJ&pg=PA292&dq=baamboozle+for+vocabulary&hl=id&newbks=1&newbks_redir=0&source=gb_mobile_search&ovdme=1&sa=X&ved=2ahUKEwisuLvIwJSHAxXoTWwGHfpdB0oQ6wF6BAgGEAU#v=onepage&q=baamboozle%20for%20vocabulary&f=false

Gultom, Gus Muliadi, Firman, and Wahyuni Anny. "Implementasi Media Game Baamboozle Untuk Meningkatkan Motivasi Belajar Siswa Kelas Fase F.4 SMA N 10 Kota Jambi." *Krinok: Jurnal Pendidikan Sejarah Dan Sejarah* 3, no. 1 (2023): 31–41. https://doi.org/10.22437/krinok.v3i1.27330.

Harwandi. "*Pembelajaran dan Pengajaran-Kosakata-di-era-kurikulum-2013*", https://widyasari-press.com/pembelajaran-kosakata-di-era-kurikulum-2013

Howard, Jackson. *"Analyzing English an Introduction to Descriptive Linguistics"* Second Edition (New York: Pergamon Press, 1982)

Himang, Maria Goretti Dau, Aprilianti Ervin, and Saputri Melda Anggraeni, Mahardika Sadriana Ayu, Yanti Erni Rusmi. *50+ Aktivitas Seru Membangun Karakter*, (Bandung:Nila Cakra Bublishing House, 2024),p.84

Harmer, Jeremy, the Practice of English Language Teaching, Fourth Edition. (Person Longman:Harlow 2007),p. 121.

Hasibuan, Tri Risky and Harida, Eka Sustri "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique At Sd Muhammadiyah 1 Padangsidimpuan." https://sg.docworkspace.com/d/sIOPGmMCFAb-N0rYG?sa=cl

Iqbalullah, Muhammad. "Vocabulary Mastery and Grammar Mastery Impact on EFL High School Students' Writing Skills." https://sg.docworkspace.com/d/sIF7GmMCFAZzJv7YG?sa=cl

Krisbiantoro, Benny. "The Effectiveness of Gamification to Enhance Students Mastery on Tenses Viewed from Students Creativity". https://www.researchgate.net/profile/Benny-Krisbiantoro/publication/348411674_The_effectiveness_of_gamification_to_enhance_students_mastery_on_tenses_viewed_from_students_creativity.

Marbun, Syarifuddin and Novita. "An Analysis on the Students' Vocabulary Mastery a Descriptive study on the MTs"

Miftah, M. "Fungsi, Dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa." *Jurnal Kwangsan* 1, no. 2 (2013): 95. https://doi.org/10.31800/jurnalkwangsan.v1i2.7.

Mayasari, Nila. "Memahami 'Noun' Bahasa Inggris Dalam Menentukan Lead Term Kondisi Diagnosis Menggunakan LCD-9 Pada Bab Operation on The Digestive System". https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=nila+mayasari+memahami+noun+bahasa+inggris&btnG=

Nabila, Hilmatun. "The Use of Baamboozle Games To Improve Students' Vocabulary of State Junior High School 2 Panti in Academic Year 2023/2024," 2023. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=hilmatun+nabila+the+use+of+baamboozle+game+to+improve+students+vocabulary&btnG=#d=gs_qabs&t=1721014271623&u=%23p%3DBsbi4HzE3koJ

Nardani, Sri, Harida, Eka Sustri, and Siregar, Fitri Rayani. "The Effect of Watching Film to Students' Vocabulary Mastery at Grade XI SMK Negeri 1 Padangsidimpuan." https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=eka+sustri+the+effect+of+waching+film&btnG=#d=gs_qabs&t=1725201031527&u=%23p%3DmgYA938oqIoJ

Pearson, P David, Hiebert Elfrieda H, and Kamil Michael L. "Vocabulary Assessment: What We Know and What We Need to Learn," *Reading Research Quartely* 42, no. 2 (2007): 282–96, https://doi.org/10.1598/RRQ.42.2.4.

Puentedura, Ruben R. "Game and Learn: An Introduction to Educational Gaming," 2005, 1–11.

Saputra, Haris Ahmad. "The Effect of Using Hangman Games on Students' Vocabulary Mastery." *Industry and Higher Education*, 2021. http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dspace.uc.ac.id/handle/123456789/1288.

Siregar, Fitri Rayani. "Male and Female Students' Vocabulary Mastery," *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): 237–49, https://doi.org/10.24952/ee.v10i2.6755.

Sukrina, Vina. "Improving Students' Vocabulary Mastery by Using Realia" English Department, Faculty of Languages and Art , State University of Medan." *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 2010, 10. https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/735.

Suri, Murni and Halimatussakdiah, "Pengembangan Kemampuan Vocabulary Bahasa Inggris Melalui Metode Audio Listening Pada Siswa Kelas 1 SMPn Jaya Aceh Jaya.

Tornbury, Scoot. *How to Teach Vocabulary*, 2006. England

Tsurayya, Nabhana, Aida and Sukmawati Fitria. UIN, "Pemanfaatan Media Interaktif Baamboozle Pada Pembelajaran Bahasa Indionesia".

Wulandari, Wahyu , Susanto Dias Andris, and Hawa Faiza. "Using Bamboozle Games To Improve Students' Vocabulary In Understanding Narrative Text." *Jurnal Ilmiah Multidisiplin* 2, no. 3 (2024): 141–47. https://ejournal.lumbungpare.org/index.php/jim/index.

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah   : Pesantren Darusshoufiyah An-Nakasabandi

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/2 (dua)

Materi Pokok   : Describing Animals and Things

Alokasi Waktu   : 2 Pertemuan (80 menit)

A. KOMPETENSI INTI
KI 1 : Menghargai dan menghayati ajaran agama yang di anutnya.
KI 2 : Menunjukkan perilaku, disiplin, tanggung jawab, percaya diri.
KI 3 : Memahami dan menerapkan pengetahuan (factual dan konseptual).
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, menguraikan, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI
    1.1   Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahsaan dari teks deskriptif lisan dan tulisan tentang Binatang.

    1.2   Peserta didik mampu mengidentifikasi fungsi sosial dan struktur teks deskriptif lisan dan tulisan tentang Binatang.

    1.3   Peserta didik mampu mengidentifikasi unsur kebahasaan, adjectives, terkait ciri-ciri Binatang dan benda.

C. TUJUAN PEMBELAJARAN
Setelah selesai pelajaran ini siswa dengan baik mampu :

1. Mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tentang deskripsi binatang dan benda sesuai dengan konteks penggunaanya.

2. Menggunakan ungkapan meminta dan memberi informasi mengenai hal mendeskripsikan binatang dan benda.

3. Menggunakan dan memahami cara meminta dan memberi informasi mengenai hal mendeskripsikan binatang dan benda.

4. Melakukan percakapan untuk memahami teks deskriptif lisan dan tulis yang pendek dan sederhana tentang binatang dan benda.

5. Mengaplikasikan cara mendeskripsikan binatang dan benda dalam pembelajaran bahasa inggris

D. MATERI PEMBELAJARAN

1. Fungsi Sosial

Mendeskripsikan binatang dan benda.

2. Struktur Teks

a. Penyebutan nama binatang dan benda serta bagian-bagiannya yang dipilih untuk di deskripsikan.
b. Penyebutan sifat binatang dan benda serta bagian-bagiannya.
c. Penyebutan tindakan dari binatang dan benda atau yang terkait dengan binatang dan benda.
d.

3. Topik

Berbagai hal terkait dengan binatang dan benda.

E. METODE PEMBELAJARAN

1. Game Base Learning

F. MEDIA DAN ALAT

1. Spidol
2. Papan tulis

G. LANGKAH-LANGKAH PEMBELAJARAN

Aktivitas Mengajar	Aktivitas Guru	Aktivitas Siswa
Pre-Teaching	1. Guru memberikan salam. 2. Guru menyapa siswa. 3. Guru mengajak siswa untuk berdoa bersama. 4. Guru memeriksa kehadiran siswa.	1. Siswa menjawab salam guru. 2. Siswa menjawab sapaan guru. 3. Seluruh siswa berdoa bersama guru. 4. Siswa menyatakan kehadiran.

	5. Guru memberikan motivasi kepaa siswa.	5. Siswa mendengarkan guru dengan baik.
While-Teaching	1. Guru menjelaskan pelajaran dan menunjukan gambar-gambar hewan dan benda kemudian guru menanya siswa kosakata dari gambar yang ditunjukkan. 2. Guru meminta siswa untuk membuat kelompok. 3. Guru meminta setiap group untuk memilih nomor yang ingin mereka jawab. Yang dimana didalam setiap nomor terdapat pertanyaan kejutan yang harus dijawab oleh siswa dengan cepat. 4. Guru membuka nomor yang telah dipilih oleh setiap group satu per satu. 5. Guru menuliskan hasil dari setiap kelompok	1. Siswa memperhatikan guru dan menjawab pertanyaan. 2. Siswa mengikuti instruksi yang diberikan oleh guru. 3. Siswa memilih nomor yang ingin mereka jawab 4. Siswa menjawab pertanyaan dengan cepat 5. Siswa memperhatikan guru dengan seksama.
Post-Teaching	1. Guru memberikan waktu kepada siswa untuk bertanya 2. Guru menutup pertemuan dan meminta siswa untuk berdoa bersama.	1. Siswa menanyakan hal yang belum dipahami oleh siswa. 2. Seluruh siswa berdoa bersama.

Appendix II

Instrument of Pre-Test

1. What is the meaning of this word "Squirrel"?
   a. Serigala
   b. Kelinci
   c. Tupai
   d. Kadal

2. Kukkuruyuk" is the sound of ?
   a. Duck
   b. Chicken
   c. Bird
   d. Butterfly

3. What is the name of this picture ?

   a. Lion
   b. Tiger
   c. Panda
   d. Bear

4. What is the name of this picture ?

   a. Duck
   b. Chicken
   c. Rabbit
   d. Fish

5. What is the name of this picture ?

   a. Pen
   b. Case
   c. Book
   d. Write

6. What is the name of the picture below ?

   a. Grasshopper
   b. Ant
   c. Bee
   d. Dragonfly

7. The characteristic of "elephant" is ?
   a. Big, slow, small
   b. Small. Trunk, slow
   c. Big ear, trunk,Big
   d. Slow, big, king

8. What is the name of this picture ?

   a. Table
   b. Tabel
   c. Teibel
   d. Tablet

9. What is the name of animal below :

   a. Frog
   b. Snake
   c. Wafer
   d. Cat

10. What is the meaning of "Turtle" ?
    a. Ulat
    b. Kepompong
    c. Kura-kura
    d. Hamstre

11. What is the meaning of "Table Cloth"
    a. Meja hias
    b. Alas kursi
    c. Alas meja
    d. Meja makan

12. What is the meaning of "lion"
    a. Buaya
    b. Sapi
    c. Kancil
    d. Singa

13. What is the meaning of "bird"
    a. Kelelawar
    b. Burung
    c. Cicak
    d. Babi

14. What is the meaning of "mouse"
    a. Tikus
    b. Kelinci
    c. Tupai
    d. Buaya

15. What is the meaning of
    "buku, pulpen, meja"

    a. Book, pen, pencil
    b. Book, Pen, Table
    c. Pen, book, table
    d. Book, pen, table

16. What is the meaning of "Phone"
    a. Televisi
    b. Radio
    c. Hp
    d. Music

17. What is the meaning of "Elephant"
    a. Gajah
    b. Beruang
    c. Panda
    d. Harimau

18. S-A-N-E-K
    a. Snak

b. Sneka
c. Snake
d. Senek

19. B-I-R-D
    a. Brid
    b. Birde
    c. Bidr
    d. Bird

20. T-R-U-L-T-E
    a. Turtl
    b. Turtel
    c. Turtle
    d. Trulet

21. O-B-O-K
    a. Buuk
    b. Bkoo
    c. Koob
    d. Book

22. P-N-E-C-L-I
    a. Pulpen
    b. Pencil
    c. Puncel
    d. Pencli

23. O-P-H-N-E
    a. Pohne
    b. Phone
    c. Ponhe
    d. Nephon

24. E-T-A-L-B
    a. Table
    b. Talbe
    c. Tabel
    d. Tablet

25. T-C-A
    a. Tac
    b. Catt
    c. Cat
    d. Cta

Appendix III

Instrument of Post-Test

1. What is the name of this picture ?

    a.   Write   c. Paper
    b.   Book   d. Pen

2. What is the name of the picture below ?

    a.   Paper   c. Album
    b.   Picture   d. Camera

3. What is the name of the thing used for sitting ?

a. Book   c. Pen
b. Chair   d. Eraser

4. What is the name of this picture ?

    a.   Owl   c. duck
    b.   Parrot   d. Dove

5. "Long, bite, has no legs."
The characteristics above is animal ?

a. Owl   c. Bird
b. Snake   d. Cat

6. What is the name of animal below ?

a. Snake   c. Hamster
b. Dog   d. Elephand

7. What is the name of the picture below ?

   a. Lion   c. Bear
   b. Tiger   d. Crocodile

8. What is the name of the animal below ?

   a. Snake   c. Eel
   b. Worm   d. Leech

9. What is the name of the animal that lives in water ?
   a. Bee   c. Fish
   b. Dragon   d. Cat

10. What is the name of the picture below ?

   a. Television   c. Boox
   b. Pencil case   d. Telephone

11. What is the meaning of "duck"
   a. Bebek   c. Ikan
   b. Ayam   d. Kucing

12. What is the meaning of "crocodile"
   a. Dinosaurus
   b. Beruang
   c. Kura-kura
   d. Buaya

13. What is the meaning of "Tiger"
   a. Harimau   c. Singa
   b. Gajah   d. Kucing

14. What is the meaning of this word "tikus"
   a. Mouse   c. Leech
   b. Lizard   d. Eel

15. What is the English name of "burung"
   a. Dove   c. Butterfly

b. Bird   d. Bee

16. "has black and white color and eats bamboo" are the characteristics of
?
 a. Rabbit
 b. Zebra
 c. lion
 d. Panda

17. What is the name of picture below ?

a.   Butterfly
 b. Bee
 c. Dragonfly
 d. Bat

18. What is the name of this animal in English ?

a. Grasshopper
b. Pithon
c. Snake
 d. Belut

19. What is the meaning of "buku, pulpen, meja"
 a. Book, pen, table
 b. Book, table, pencil
 c. Pen, book, table
 d. Book, pen, table

20. What is the meaning of "chicken"
 a. Bebek
 b. Katak
 c. Ayam
 d. Kucing

21. T-R-U-L-T-E
 a. Turtle
 b. Turtel
 c. Trutel
 d. Trulet

22. B-R-I-D
 a. Bidr
 b. Brid

c. Bird
d. Bdir

23. O-B-K-O
    a. Koob
    b. Bokk
    c. Book
    d. Boko

24. S-A-N-E-K
    a. Snak
    b. Sneka
    c. Kasen
    d. Snake

25. O-P-H-N-E
    a. Pohne
    b. Phone
    c. Ponhe
    d. nephon

Appendix IV

KEY ANSWERS OF PRE-TEST

1. C	11. C	21. D
2. B	12. D	22. B
3. B	13. B	23. B
4. A	14. A	24. A
5. C	15. B	25. C
6. A	16. C	
7. C	17. A	
8. A	18. C	
9. A	19. D	
10. C	20. C	

KEY ANSWERS OF POST-TEST

1. D	11. A	21. A
2. A	12. D	22. C
3. B	13. A	23. C
4. D	14. A	24. D
5. B	15. B	25. B
6. D	16. D	
7. D	17. C	
8. A	18. A	
9. C	19. A	
10. B	20. C	

Appendix V

THE STUDENTS' LOWEST SCORE IN PRE-TEST

DEDi kurnia HRP

32

1. What is the meaning of this word "Squirrel"?
   a. Serigala
   b. Kelinci
   c. Tupai
   d. Kadal

2. Kukkuruyuk" is the sound of ?
   a. Duck
   b. Chicken
   c. Bird
   d. Butterfly

3. What is the name of this picture ?
   a. Lion
   b. Tiger
   c. Panda
   d. Bear

4. What is the name of this picture ?
   a. Duck
   b. Chicken
   c. Rabbit
   d. Fish

5. What is the name of this picture ?
   a. Pen
   b. Case
   c. Book
   d. Write

6. What is the name of the picture below ?
   a. Grasshopper
   b. Ant
   c. Bee
   d. Dragonfly

7. The characteristic of "elephant" is ?
   a. Big, slow, small
   b. Small. Trunk, slow
   c. Big ear, trunk,Big
   d. Slow, big, king

8. What is the name of this picture ?
   a. Table
   b. Tabel
   c. Teibel
   d. Tablet

9. What is the name of animal below :
   a. Frog
   b. Snake
   c. Wafer
   d. Cat

10. What is the meaning of "Turtle" ?
    a. Ulat
    b. Kepompong
    c. Kura-kura
    d. Hamstre

B= 8
S= 17

11. What is the meaning of "Table Cloth"
    a. Meja hias
    b. Alas kursi
    c. Alas meja
    d. Meja makan

12. What is the meaning of "lion"
    a. Buaya
    b. Sapi
    c. Kancil
    d. Singa

13. What is the meaning of "bird"
    a. Kelelawar
    b. Burung
    c. Cicak
    d. Babi

14. What is the meaning of "mouse"
    a. Tikus
    b. Kelinci
    c. Tupai
    d. Buaya

15. What is the meaning of "buku, pulpen, meja"
    a. Book, pen, pencil
    b. Book, Pen, Table
    c. Pen, book, table
    d. Book, pen, table

16. What is the meaning of "Phone"
    a. Televisi
    b. Radio
    c. Hp
    d. Music

17. What is the meaning of "Elephant"
    a. Gajah
    b. Beruang
    c. Panda
    d. Harimau

18. S-A-N-E-K
    a. Snak
    b. Sneka
    c. Snake
    d. Senek

19. B-I-R-D
    a. Brid
    b. Birde
    c. Bidr
    d. Bird

20. T-R-U-L-T-E
    a. Turtl
    b. Turtel
    c. Turtle
    d. Trulet

21. O-B-O-K
    a. Buuk
    b. Bkoo
    c. Koob
    d. Book

22. P-N-E-C-L-I
    a. Pulpen
    b. Pencil
    c. Puncel
    d. Pencli

23. O-P-H-N-E
    a. Pohne
    b. Phone
    c. Ponhe
    d. Nephon

24. E-T-A-L-B
    a. Table
    b. Talbe
    c. Tabel
    d. Tablet

25. T-C-A
    a. Tac
    b. Catt
    c. Cat
    d. Cta

Appendix VI

THE STUDENTS' HIGHEST SCORE IN PRE-TEST

nama : Putri Jamila harahap

Kelas : IX sembilan

80

1. What is the meaning of this word "Squirrel"?
   a. Serigala
   b. Kelinci
   c. Tupai
   d. Kadal

2. Kukkuruyuk" is the sound of ?
   a. Duck
   b. Chicken
   c. Bird
   d. Butterfly

3. What is the name of this picture ?

   a. Lion
   b. Tiger
   c. Panda
   d. Bear

4. What is the name of this picture ?

   a. Duck
   b. Chicken
   c. Rabbit
   d. Fish

5. What is the name of this picture ?

   a. Pen
   b. Case
   c. Book
   d. Write

6. What is the name of the picture below ?

   a. Grasshopper
   b. Ant
   c. Bee
   d. Dragonfly

7. The characteristic of "elephant" is ?
   a. Big, slow, small
   b. Small. Trunk, slow
   c. Big ear, trunk,Big
   d. Slow, big, king

8. What is the name of this picture ?

   a. Table
   b. Tabel
   c. Teibel
   d. Tablet

9. What is the name of animal below :

   a. Frog
   b. Snake
   c. Wafer
   d. Cat

10. What is the meaning of "Turtle" ?
   a. Ulat
   b. Kepompong
   c. Kura-kura
   d. Hamstre

nama: Putri Jamila harahap
kls : IX sembilan
mapel : B. inggris

11. What is the meaning of "Table Cloth"
a. Meja hias
b. Alas kursi
c. Alas meja
d. Meja makan

12. What is the meaning of "lion"
a. Buaya
b. Sapi
c. Kancil
d. Singa

13. What is the meaning of "bird"
a. Kelelawar
b. Burung
c. Cicak
d. Babi

14. What is the meaning of "mouse"
a. Tikus
b. Kelinci
c. Tupai
d. Buaya

15. What is the meaning of "buku, pulpen, meja"
a. Book, pen, pencil
b. Book, Pen, Table
c. Pen, book, table
d. Book, pen, table

16. What is the meaning of "Phone"
a. Televisi
b. Radio
c. Hp
d. Music

17. What is the meaning of "Elephant"
a. Gajah
b. Beruang
c. Panda
d. Harimau

18. S-A-N-E-K
a. Snak
b. Sneka
c. Snake
d. Senek

19. B-I-R-D
a. Brid
b. Birde
c. Bidr
d. Bird

20. T-R-U-L-T-E
a. Turtl
b. Turtel
c. Turtle
d. Trulet

21. O-B-O-K
a. Buuk
b. Bkoo
c. Koob
d. Book

22. P-N-E-C-L-I
a. Pulpen
b. Pencil
c. Puncel
d. Pencli

23. O-P-H-N-E
a. Pohne
b. Phone
c. Ponhe
d. Nephon

24. E-T-A-L-B
a. Table
b. Talbe
c. Tabel
d. Tablet

25. T-C-A
a. Tac
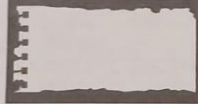b. Catt
c. Cat
d. Cta

B : 20
S : 5

Appendix VII

THE STUDENTS' LOWEST SCORE IN POST-TEST

aiya sai SaBua

5

1. What is the name of this picture ?

a. Write   c. Paper
b. Book   d. Pen

2. What is the name of the picture below ?

a. Paper   c. Album
b. Picture   d. Camera

3. What is the name of the thing used for sitting ?
a. Book   c. Pen
b. Chair   d. Eraser

4. What is the name of this picture ?

a. Owl   c. duck
b. Parrot   d. Dove

5. "Long, bite, has no legs."
The characteristics above is animal ?
a. Owl   c. Bird
b. Snake   d. Cat

6. What is the name of animal below ?

a. Snake   c. Hamster
b. Dog   d. Elephand

7. What is the name of the picture below ?

a. Lion   c. Bear
b. Tiger   d. Crocodile

8. What is the name of the animal below ?

a. Snake   c. Eel
b. Worm   d. Leech

9. What is the name of the animal that lives in water ?
a. Bee   c. Fish
b. Dragon   d. Cat

10. What is the name of the picture below ?

a. Television   c. Boox
b. Pencil case   d. Telephone

B = 14
S = 11

11. What is the meaning of "duck"
    a. Bebek   c. Ikan
    b. Ayam   d. Kucing

12. What is the meaning of "crocodile"
    a. Dinosaurus
    b. Beruang
    c. Kura-kura
    d. Buaya

13. What is the meaning of "Tiger"
    a. Harimau   c. Singa
    b. Gajah   d. Kucing

14. What is the meaning of this word "tikus"
    a. Mouse   c. Leech
    b. Lizard   d. Eel

15. What is the English name of "burung"
    a. Dove   c. Butterfly
    b. Bird   d. Bee

16. "has black and white color and eats bamboo" are the characteristics of ?
    a. Rabbit
    b. Zebra
    c. lion
    d. Panda

17. What is the name of picture below ?

    a. Butterfly
    b. Bee
    c. Dragonfly
    d. Bat

18. What is the name of this animal in English ?

    a. Grasshopper
    b. Pithon
    c. Snake
    d. Belut

19. What is the meaning of "buku, pulpen, meja"
    a. Book, pen, table
    b. Book, table, pencil
    c. Pen, book, table
    d. Book, pen, table

20. What is the meaning of "chicken"
    a. Bebek
    b. Katak
    c. Ayam
    d. Kucing

21. T-R-U-L-T-E
    a. Turtle
    b. Turtel
    c. Trutel
    d. Trulet

22. B-R-I-D
    a. Bidr
    b. Brid
    c. Bird
    d. Bdir

23. O-B-K-O
    a. Koob
    b. Bokk
    c. Book
    d. Boko

24. S-A-N-E-K
    a. Snak
    b. Sneka
    c. Kasen
    d. Snake

25. O-P-H-N-E
    a. Pohne
    b. Phone
    c. Ponhe
    d. nephon

Appendix VIII

THE STUDENTS' HIGHEST SCORE IN POST-TEST

nama : RISki Padila

100

1. What is the name of this picture ?

   a. Write   c. Paper
   b. Book   d. Pen

2. What is the name of the picture below ?

   a. Paper   c. Album
   b. Picture   d. Camera

3. What is the name of the thing used for sitting ?
   a. Book   c. Pen
   b. Chair   d. Eraser

4. What is the name of this picture ?

   a. Owl   c. duck
   b. Parrot   d. Dove

5. "Long, bite, has no legs."
   The characteristics above is animal ?
   a. Owl   c. Bird
   b. Snake   d. Cat

6. What is the name of animal below ?

   a. Snake   c. Hamster
   b. Dog   d. Elephand

7. What is the name of the picture below ?

   a. Lion   c. Bear
   b. Tiger   d. Crocodile

8. What is the name of the animal below ?

   a. Snake   c. Eel
   b. Worm   d. Leech

9. What is the name of the animal that lives in water ?
   a. Bee   c. Fish
   b. Dragon   d. Cat

10. What is the name of the picture below ?

    a. Television   c. Boox
    b. Pencil case   d. Telephone

B = 25
S = 0

11. What is the meaning of "duck"
    a. Bebek   c. Ikan
    b. Ayam   d. Kucing

12. What is the meaning of "crocodile"
    a. Dinosaurus
    b. Beruang
    c. Kura-kura
    d. Buaya

13. What is the meaning of "Tiger"
    a. Harimau   c. Singa
    b. Gajah   d. Kucing

14. What is the meaning of this word "tikus"
    a. Mouse   c. Leech
    b. Lizard   d. Eel

15. What is the English name of "burung"
    a. Dove   c. Butterfly
    b. Bird   d. Bee

16. "has black and white color and eats bamboo" are the characteristics of ?
    a. Rabbit
    b. Zebra
    c. lion
    d. Panda

17. What is the name of picture below ?

    a. Butterfly
    b. Bee
    c. Dragonfly
    d. Bat

18. What is the name of this animal in English ?

    a. Grasshopper
    b. Pithon
    c. Snake
    d. Belut

19. What is the meaning of "buku, pulpen, meja"
    a. Book, pen, table
    b. Book, table, pencil
    c. Pen, book, table
    d. Book, pen, table

20. What is the meaning of "chicken"
    a. Bebek
    b. Katak
    c. Ayam
    d. Kucing

21. T-R-U-L-T-E
    a. Turtle
    b. Turtel
    c. Trutel
    d. Trulet

22. B-R-I-D
    a. Bidr
    b. Brid
    c. Bird
    d. Bdir

23. O-B-K-O
    a. Koob
    b. Bokk
    c. Book
    d. Boko

24. S-A-N-E-K
    a. Snak
    b. Sneka
    c. Kasen
    d. Snake

25. O-P-H-N-E
    a. Pohne
    b. Phone
    c. Ponhe
    d. nephon

Appendix IX

STUDENTS' SCORE IN PRE-TEST AND POST-TEST

No	Name	Score in Pre-test	Score in Post-test
1	ASH	56	56
2	AS	40	64
3	AS	64	72
4	AM	72	76
5	AAG	32	64
6	DKH	32	68
7	EP	56	88
8	IBH	36	76
9	IRH	36	84
10	LH	56	76
11	KPS	48	80
12	MS	68	80
13	MJS	56	92
14	MPH	64	72
15	MAMS	64	76
16	NH	36	88
17	PS	44	64
18	PR	72	76
19	PAL	56	92
20	PJH	80	96
21	RPH	64	100
22	SAH	48	96
23	S	44	80
24	SSS	72	80
25	SMH	40	72
26	SAH	64	80
27	SH	52	84
28	WAH	72	96
29	YS	76	88
30	ZH	80	96

Appendix X

THE VALIDATIONS TABLE OF PRE-TEST

The Number of Questions	R. Table	R. Count	Ket.
1.	0,3961	0,502505	V
2.	0,3961	0,515808	V
3.	0,3961	0,48253	InV
4.	0,3961	0,073392	InV
5.	0,3961	0,541007	V
6.	0,3961	0,794761	V
7.	0,3961	0,024958	InV
8.	0,3961	0,522962	V
9.	0,3961	0,049917	InV
10	0,3961	0,426659	V
11.	0,3961	0,20333	InV
12.	0,3961	0,31326	InV
13.	0,3961	0,48253	V
14.	0,3961	0,42253	InV
15.	0,3961	0,581319	V
16.	0,3961	0,349418	InV
17.	0,3961	0,371246	InV
18.	0,3961	0,371246	InV
19.	0,3961	0,215369	InV
20.	0,3961	0,215369	V
21.	0,3961	0,541007	V
22.	0,3961	0,2995	InV
23.	0,3961	0,591444	V
24.	0,3961	0,01398	InV
25.	0,3961	0,791557	V
26.	0,3961	0,456706	V
27.	0,3961	0,14975	InV
28.	0,3961	0,521751	V
29.	0,3961	0,471582	V
30.	0,3961	0,624966	V
31.	0,3961	0,421414	V
32.	0,3961	0,070236	InV
33.	0,3961	0,396613	V
34.	0,3961	0,426659	V
35.	0,3961	0,232945	InV

36.	0,3961	0,79156	InV
37.	0,3961	0,456706	V
38.	0,3961	0,516799	V
39.	0,3961	0,538212	V
40.	0,3961	0,09615	InV
41.	0,3961	0,724853	V
42.	0,3961	0,232945	InV
43.	0,3961	0,4453589	V
44.	0,3961	0,186772	InV
45.	0,3961	0,099834	InV
46.	0,3961	0,426659	V
47.	0,3961	0,456706	V
48.	0,3961	0,426659	V
49.	0,3961	0,02404	InV
50.	0,3961	0,732458	V

Appendix XI

THE VALIDATIONS TABLE OF POST-TEST

The Number of Questions	R. Table	R. Count	Ket.
1.	0,3961	0,722511	V
2.	0,3961	0,628657	V
3.	0,3961	0,047849	InV
4.	0,3961	0,501248	V
5.	0,3961	0,288107	InV
6.	0,3961	0,672606	V
7.	0,3961	0,3006999	InV
8.	0,3961	0,166946	InV
9.	0,3961	0,402436	V
10.	0,3961	0,3540001	InV
11.	0,3961	0,509484	V
12.	0,3961	0,838713	V
13.	0,3961	0,166946	InV
14.	0,3961	0,546243	V
15.	0,3961	0,546243	V
16.	0,3961	0,52921	V
17.	0,3961	0,208106	InV
18.	0,3961	0,659174	V
19.	0,3961	0,82491	V
20.	0,3961	0,613398	V
21.	0,3961	0,288107	InV
22.	0,3961	0,829746	V
23.	0,3961	0,3314	InV
24.	0,3961	0,151184	InV
25.	0,3961	0,454708	V
26.	0,3961	0,16695	InV
27.	0,3961	0,829746	V
28.	0,3961	0,838713	V
29.	0,3961	0,604639	V
30.	0,3961	0,829746	V
31.	0,3961	0,264452	InV
32.	0,3961	0,829746	V
33.	0,3961	0,415036	V
34.	0,3961	0,226888	InV
35.	0,3961	0,829746	V
36.	0,3961	0,241175	InV

37.	0,3961	0,16695	InV
38.	0,3961	0,829746	V
39.	0,3961	0,54071	InV
40.	0,3961	0,45511	V
41.	0,3961	0,16695	InV
42.	0,3961	0,430486	V
43.	0,3961	0,47875	V
44.	0,3961	0,166946	InV
45.	0,3961	0,128687	InV
46.	0,3961	0,829746	V
47.	0,3961	0,319175	InV
48.	0,3961	0,166946	InV
49.	0,3961	0,523746	V
50.	0,3961	0,47875	V

Appendix XII

DOCUMENTATITONS

CURRICULUM VITAE

I. Identity

1. **Name**   : **Widya Natahsyah Daulay**
2. **Reg. Numb**   : **20 203 00065**
3. **Gender**   : **Female**
4. **Place/Birth**   : **Sitinjak, 28 November 2001**
5. **Child**   : **1**
6. **Nationality**   : **Indonesia**
7. **Status**   : **Not Married**
8. **Religion**   : **Islam**
9. **Address**   : **Kecamatan Cibinong, Kabupaten Bogor**
10. **Phone Number**   : **082122422730**
11. **E-mail**   : **widyanatahsyah7@gmail.com**

II. Parents

a. **Father**
1. **Name**   : **Hotma Jaya Daulay**
2. **Job**   : **Pedagang**

b. **Mother**
1. **Name**   : **Nirwana Harahap**
2. **Job**   : **Pedagang**

III. Educational Background

1. **Elementary School**   : **SD Negeri 100040 Sitinjak**
2. **Junior High School**   : **Pesantren Darusshoufiyah**
3. **Senior High School**   : **SMK TI Bumi Putra**
4. **S.1**   :**UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

Nomor : B 2323/un.28/E.3/PP/00.8/06/2024   Juli 2024
Lamp   : -
Perihal : Pengesahan Judul dan Penunjukan
         Pembimbing Skripsi

Yth.
1. Dr. Hamka, M.Hum   (Pembimbing I)
2. Sri Minda, M.Hum   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Widya Natahsyah Daulay
NIM   : 2020300065
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : The Effect of Using Baamboozle Game on
                  Students' Vocabulary Mastery at the Eight Grade
                  Students of Pesantren Darusshoufiyah An-
                  Nakasabandi

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesedian dan Kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terimakasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
                                                Tadris Bahasa Inggris

Syafrida Siregar, S.Psi.,M.A   Fitri Rayani Siregar, M.Hum.
NIP. 19801224 200604 2 001   NIP. 19820731 200912 2 004

Nomor   :B 4066/Un.28/E.1/TL.00.9/07/2024   9 Juli 2024

Lampiran   : -

Hal   : Izin Penelitian

            Penyelesaian Skripsi

Yth. Mudir Pesantren Darusshoufiyah An-Nakasabandi

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Widya Natahsyah Daulay

NIM   : 2020300065

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Sitinjak, Angkola Barat

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh AliHasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Baamboozle Game on Students' Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP. 19800724 200604 2 001

Nomor   : 0474/MTs.02.10.0028/07/2024   24 Juli 2024

Lampiran   : -

Hal   : Balasan Izin Penelitian Penyelesaian Skripsi

Yth. **A.n Dekan Wakil Dekan Bidang Akademik dan Kelembagaan**

Menanggapi Surat Nomor : B 4066/Un.28/E.1/TL.00.9/07/2024 Tanggal 9 Juli 2024 mengenai Permohonan Izin Penelitian Penyelesaian Skripsi kepada saudari :

Nama   : Widya Natahsyah Daulay

NIM   : 2020300065

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Sitinjak, Angkola Barat

Telah kami setujui untuk mengadakan penelitian di Madrasah Tsanawiyah Darusshoufiyah Nakasabandi dengan Judul **"The Effect of Using Baamboozle Game on Students' Vocabulary Mastery at the Eight Grade Students of Pesantren Darusshoufiyah An-Nakasabandi"**.

Demikian surat balasan ini kami sampaikan untuk dapat dipergunakan seperlunya.

Kepala Madrasah

MUHAMMAD AMIN SIREGAR, S.HI, M.Pd