



The Effectiveness of Using Baamboozle Game to Improve Students' Grammar Mastery at SMA N 1 Kandis

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Abstract

This research involves pre-experimental design aimed to find out the effectiveness of using Baamboozle game to improve students' grammar mastery at SMA N 1 Kandis. The study focused on eleventh-grade advanced English students at SMA N 1 Kandis as its population. The total population of this study was 36 students, with only one class available. This study utilized a total sampling technique, with class XI 3 as the sample. The researcher carried out the study across eight meetings. The data were gathered through a pre-test and post-test designed. The researcher designed a grammar test focusing on action verbs, the simple past tense, and the past continuous tense, which were included in adapted and adopted narrative texts, particularly legend stories. The data analysis results indicate that the score of pre-test and post-test mean show a notable growth with mean of pre-test at 51.83 and mean of post-test at 80.00. Furthermore, paired sample t-test analysis reveals that two-sided p-value (sig. 2-tailed) is below 0.001, representing that the result is below 0.05. This result supports accepting the alternative hypothesis (H1) and rejecting the null hypothesis (H0). As a result, the data verified that the Baamboozle game is effective in improving students' grammar mastery.

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INTRODUCTION

Grammar is a key component in language learning, helping students to express situations properly and accurately. Grammar is essential and students tend to concentrate best on it when it connects to their communication needs and personal experiences (Savignon, 2017). A student who 'knows grammar' has gained mastery over grammatical rules and effectively uses them to convey ideas in ways that are widely accepted as correct (Ur, 2006). Therefore, grammar is essential in communication and supports proficiency in English language skills.

Currently, Indonesia is using Merdeka curriculum, which has been implemented at every level of education, including senior high schools. There are several learning points related to grammar in advanced English class of eleventh

grade that are focus of the learning objectives especially action verbs, simple past tense, and past continuous tense.

Meanwhile, Indonesian students encounter challenges when learning English due to the distinct rules that present in each language. According to (Mahdi, 2018), students made numerous errors, particularly in verb usage, due to the inadequacy of traditional teaching methods in effectively instilling language fundamentals. Given that the English course is the most demanding, students must practice more or take quizzes before they can access the resources, making it easier for them to request a clearer explanation from the instructor when they face challenges (Dewi & Matra, 2022). To progress to the subsequent academic phase, students in various educational levels perceive that prioritizing the acquisition of the English language is not crucial, thus they pursue it with limited enthusiasm (Ajaj, 2022). Not only that, the generation known as gen-z or gen alpha tends to prefer learning strategies that are not boring.

According to Pratama and Setyaningrum (2018), The goal of game-content integration is to foster an enjoyable learning environment while still ensuring that students learn the required material. Therefore, game-based learning can be an effective methods used to support students improve their knowledge of the material being studied in a pleasant atmosphere. Baamboozle game can help improve critical thinking, reading comprehension, and grammar (Nabila, 2023). Baamboozle is a web-based tool that facilitates the creation of entertaining and captivating games, fostering the belief that learning can be enjoyable, while enabling teachers to reinforce concepts and involve every student in the educational process (Benner, 2021).

There are previous studies that concerned about Baamboozle game. First, the study conducted by Qureshi and Khatoon in 2023 analyzed the impact of Baamboozle game in reading comprehension. Second, the study conducted by Alimova in 2023 analyzed the effectiveness of baamboozle on student motivation and active engagement in class. Third, the study conducted by Minh, Hien, and Ngoc in 2023 analyzed how baamboozle can influence students' ability of vocabulary retention. Fourth, the study conducted by Saud, Aeni, and Azizah in 2022 analyzed how baamboozle effect the students in online class during pandemic. The last is the study conducted by Puspita and Syahria in 2023 analyzed the utilization of baamboozle to enhance student speaking skill.

Based on the previous study above, the researcher mostly discussed the utilizing Baamboozle game for vocabulary retention, speaking, reading comprehension, and motivation. Meanwhile, there is no studies have addressed the use of the Baamboozle game for grammar learning. Eventhough, Baamboozle is a game that can be used for various topics and question models, with engaging features that can be played in teams or individually. Meanwhile, students still face the difficulties in learning grammar. Therefore, it is essential to find out if the Baamboozle game is effective in improving students' grammar mastery.

METHOD

This research employed a quantitative pre-experimental method. This approach uses only one group to collect data. The study's population included 36 advanced

English students from the eleventh grade at SMA N 1 Kandis. The study utilized a total sampling technique because the population was small, and there was only one class available. Therefore, the sample in this study comprised 36 students from the eleventh grade of advanced English class, specifically class XI 3.

In this study, pre-test was employed to evaluate the initial grammar mastery of students, while post-test was employed in assessing grammar mastery of students after the treatment. To ensure data validity, content validity was employed, using lecturers as validators. Both the pre-test and post-test consisted of 50 questions with multiple-choice form focused on grammar topics, including action verbs, the simple past tense, and the past continuous tense in narrative texts, specifically legends. The researcher carried out the study across eight meetings. The pre-test was employed to identify initial issues or measure the extent of students' mastery. Then, the researcher gave the treatment for teaching grammar especially action verbs, simple past tense, and past continuous tense by using Baamboozle game. Then, the researcher administered a post to assess the impact of using Baamboozle game for students' grammar mastery. The data were analyzed with SPSS version 29 for conducting a normality test and assessing whether the data distribution was normal. Due to the sample size being under 100, the Shapiro-Wilk test was employed for this purpose. Ultimately, a paired sample t-test was performed to determine whether to accept or reject the hypothesis.

RESULT AND DISCUSSION

This research utilized a quantitative pre-experimental design aimed to find out the effectiveness of using Baamboozle game to improve students' grammar mastery at SMA N 1 Kandis. The researcher selected a sample with 36 students from the advanced English class in XI 3 at SMA N 1 Kandis by using the total sampling method. A pre-test was employed to assess the students' grammar mastery. Then, treatment was performed by using the baamboozle game in the learning process for six meetings, specifically of the use of action verbs, simple past, and past continuous in legend stories. Finally, the researcher was conducted a post-test to assess whether there were any notable improvements in the grammar abilities from the students after treatment.

Research Finding

1. Data Description

Before being given treatment, the researcher administered a pre-test related to action verbs, simple past tense, and past continuous tense. Then, the researcher administered a post-test following the treatment, using the same questions. A total of 50 questions were given with multiple choice format. The result of the pre-test and post-test are shown in the table provided below:

No.	Student's Initial Name	Total Correct Answer	Pre-Test Result	Total Correct Answer	Post-Test Result
1.	AZ	35	70	42	84
2.	AT	25	50	44	88

3.	ARI	25	50	42	84
4.	AS	19	38	33	66
5.	APBRB	28	56	44	88
6.	AWFD	38	76	46	92
7.	ARN	37	74	40	80
8.	BPN	30	60	33	66
9.	CJBRP	26	52	41	82
10.	CE	12	24	38	76
11.	ELO	30	60	44	88
12.	FDP	27	54	39	78
13.	HF	29	58	40	80
14.	H	17	34	37	74
15.	IC	34	68	39	78
16.	JRSN	21	42	37	74
17.	KMBRP	36	72	44	88
18.	KG	27	54	42	84
19.	MRN	34	68	46	92
20.	MST	31	62	42	84
21.	MAF	30	60	31	62
22.	MEE	14	28	42	84
23.	NA	22	44	41	82
24.	RMS	25	50	40	80
25.	RFF	26	52	36	72
26.	RD	9	18	40	80
27.	RR	35	70	38	76
28.	SNA	15	30	32	64
29.	SZ	23	46	40	80
30.	SSA	25	50	38	76
31.	SAZM	30	60	45	90
32.	VZ	25	50	43	86
33.	WFS	30	60	38	76
34.	YC	31	62	40	80
35.	YASP	16	32	40	80
36.	YABRM	28	32	43	86

According to the results of pre-test and post-test results presented in the table above, referring to the rubric of assessment in the Merdeka curriculum, the data shows that in the pre-test, 27 students were categorized as "needs satisfactory," while 9 students were classified as "satisfactory". Meanwhile, the post-test results showed significant progress, with 4 students achieving "satisfactory" category, 16 students achieving "good" category, and 16 students achieving "very good" category.

Therefore, the scores of the pre-test and post-test demonstrated a notable growth, which positively influenced students' grammar mastery.

2. Findings

The researcher utilized SPSS version 29 to demonstrate the details information of pre-test and post-test results. This data description provides a clear overview that makes it easy to interpret the available data. The details of the test results are provided in the table below:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	36	18	76	51.83	14.870
Post-Test	36	62	92	80.00	7.529
Valid N (listwise)	36				

Based on the data above, the mean score of pre-test is 51.83, with minimum score of 18 and maximum score of 76. In contrast, the post-test has a mean score of 80.00, with minimum score of 62 and maximum score of 92. These results indicate a notable growth in the scores from pre-test to the post-test mean.

a. Normality Test

The normality test for this research was conducted following the data description analysis. This test was employed to determine whether the collected data followed a normal distribution. The researcher used SPSS version 29 and the Shapiro-Wilk test to assess the normality of data distribution. The results of Shapiro-Wilk test are shown in the table below:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.145	36	.052	.961	36	.226
Post-Test	.139	36	.077	.948	36	.087

a. Lilliefors Significance Correction

According to the data above, the result of Shapiro-Wilk test is 0.087, which is greater than 0.05. This demonstrates that the data follows a normal distribution. Therefore, this result informed the next steps in the analysis, leading to the use of a parametric test.

b. Statistical Hypothesis Test

After performing the normality test, paired sample t-test results were analyzed with SPSS version 29. This analysis aimed to determine whether there is a difference between the two sets of data from the same sample, as the sample consisted of only one class. The researcher conducted the analysis to test the following hypotheses:

- H₀ (Null Hypothesis): Baamboozle game is not effective to improve students' grammar mastery.

b) H₁ (Alternative Hypothesis): Baamboozle game is effective to improve students' grammar mastery.

The statistics of paired sample are presented in the table below:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	51.83	36	14.870	2.478
	Post-Test	80.00	36	7.529	1.255

According to the results presented in the table above, the data indicates a variation in the pre-test to post-test mean, with the mean of post-test being greater than the mean of pre-test. The details on the correlation data are presented in the table below:

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-28.167	14.645	2.441	-33.122	-23.211	-11.540	35	<,001	<,001

According to the results presented in the table above, the value of two-sided p (sig. 2-tailed) is below 0.001. It indicates that the significance value of the two-sided p (sig. 2-tailed) is lower than 0.05. Thus, it can be inferred that the alternative hypothesis is accepted, whereas the null hypothesis is rejected.

Discussion

The research findings provide evidence that Baamboozle game effectively improves students' grammar mastery. A comparison of the pre-test and post-test mean scores reveals a notable difference, with pre-test scores averaging 51.83 and post-test scores averaging 80.00. This significant increase indicates a substantial improvement in students' grammar skills. Furthermore, the statistical analysis shows that the value of two-sided p (sig. 2-tailed) is below 0.05, resulting in the acceptance of the alternative hypothesis (H₁) and the rejection the null hypothesis (H₀). Alternative hypothesis suggests that Baamboozle game is effective in improving students' grammar mastery especially at SMA N 1 Kandis. These results prove Baamboozle as a valuable medium to improve students' grammar mastery, particularly in action verbs, simple past tense, and past continuous tense.

There have been several studies related to the Baamboozle game as a medium in English learning, such as the study conducted by Qureshi and Khatoon (2023), Alimova (2023), Minh, Hien, and Ngoc (2023), Saud, Aeni, and Azizah (2022), and Puspita and Syahria (2023), which show positive results in the use of Baamboozle

game as a tool for English language mastery, particularly in reading, speaking, students' motivation, and vocabulary retention. Meanwhile, this study focuses on using the Baamboozle game to improve students' grammar mastery. Data above indicates that Baamboozle game is effective to improve students' grammar mastery.

Baamboozle game is an online medium that can assist students in enhancing their grammar abilities. In this study, students will be more active and practice more with the questions provided by the teacher or those already available on the website itself. Students are divided into several teams and play by answering questions directly during the game. Teams that answer correctly will earn points, while those that answer incorrectly will not. However, to make the game more interesting, it offers a power-up feature where teams that select this option can gain points, lose points, or take points from opposing teams. The winning team will receive an interesting GIF. This feature helps make students more active in learning and less afraid of making mistakes. With more practice, students will better understand the material, thereby improving their skills.

In addition, Baamboozle is an online web game that can be easily used anytime and anywhere. The features and types of questions it offers are also interesting and fun. This game can be played in groups or individually through the 'study' feature. Moreover, the game uses attractive images and memes. Baamboozle is designed according to the material or exercises that will be taught, allowing teachers to create questions that align to the learning objectives.

In conclusion, Students can enhance their grammar skills through playing Baamboozle game. This game also helps students enhance critical thinking, engage in interactive discussions, create an enjoyable learning environment, and reduce boredom during lessons. Therefore, the teacher's role is crucial in facilitating the essential resources and creating the game to address the students' needs to fulfill the learning objectives.

CONCLUSION

Based on the obtained data, A notable increase in the the pre-test to the post-test scores was observed. Therefore, the result supports accepting the alternative hypothesis (H1) and rejecting the null hypothesis (H0).

According to the findings, the researcher intends to offer some recommendations for teachers, schools, and next researchers. First, for teachers, the researcher proposed teachers to implement Baamboozle game as a medium in learning process especially grammar, which can create an enjoyable environment, engage active learning and improve students' mastery. Second, for schools, this study can serve as a resource for implementing strategies in English language learning, particularly in grammar instruction. The last, for the next researchers, this study can be a reference for further studies.

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