

CHAPTER I

INTRODUCTION

A. Background

Education is a systematic process that aims to develop individual potential through teaching, training, and experience. Education includes the knowledge, skills, values, and attitudes that a person needs to function effectively in society. Education is a necessity that is so important in the current era of globalization. This is because education is a future asset that must be owned by everyone to develop knowledge and skills to understand the discipline in order to keep up with the times in an increasingly advanced technological era. According to Daulay (2006), the ability to speak English is one of the most important abilities for students because English has become a universal language used in the world of technology, education, politics, trade, and is the most frequently used communication tool in the world. In this modern world full of challenges and fierce competition, everyone is advised not only to have a high level of education but also to require special skills that we commonly call skills. One of the most needed skills today is being able to communicate using English. In accordance with the explanation above, English is a global language, so for those who want to be one step ahead of people in general, it is necessary and even must master English according to (Pattymahu, 2012).

English language skills are one of the most important skills for students. English is one of the subjects in the UN (National Exam). English lessons also become one of the important things to continue the level of education to college. Therefore, early learning should be done to facilitate access to more comprehensive

English learning. The Ministry of National Education stipulates that the ability that must be possessed by Indonesian students to understand and express information, thoughts, feelings, and develop science, technology, and culture using English (Sidiknas, 2003). Current technological developments encourage changes in all areas of life, including education. Education in a narrow scope refers to the learning process in the classroom organized by educators. In the opinion of Aan (2018), learning in accordance with current developments must be integrated with information and communication technology so that educators must have the ability to develop technology-based media.

Learning media has a function as a teaching aid that also influences the climate, conditions, and learning environment, which is arranged and created by educators. According to Azhar (2004), Gagne and Briggs said that learning media include tools that are physically used to convey the content of teaching materials consisting of books, tape recorders, pictures, television, computers, and others. Learning media is one of the most important elements in the teaching and learning process. It can be loaded with messages to convey to students, either in the form of tools, people, or teaching materials. In addition, learning media is one way to motivate and communicate with students in order to be more effective. Therefore, the use of learning media during the teaching and learning process is very necessary. Arsyad quoted by Hamalik (2004) said that the use of learning media in the learning process can arouse new interests, arouse motivation and stimulation of learning activities, and even have a psychological influence on students. Learning must keep up with the times as well as to increase students' passion for learning, so an educator

must more carefully choose between the two latest technologies, namely computer technology and combined technology. In addition, before using the learning media, it is appropriate for an educator to be able to master the use of the media technology so that it is conveyed properly to students.

Based on initial observations at SMA Negeri 2 Parepare, there is information that there are still some English Education teachers who have not used learning media in carrying out the learning process. This means that there are still some teachers who teach only by using conventional methods or still using the lecture method where students only become listeners, and as a result, students become bored and less interested in participating in the English learning process because it is considered one of the difficult and unpleasant lessons. Therefore, it is necessary to make efforts in changing the learning process by creating interesting learning and making students' enthusiasm in learning increase. One of the learning media that can be utilized to increase creativity in learning is Baamboozle learning media.

Choosing Baamboozle as the focus can be because this media has the advantage of presenting interactive quizzes that can be adapted to the curriculum being taught, as a game-based learning platform, offers an interactive and fun approach to teaching, can increase student motivation and participation in the learning process and is fun for students in the classroom. Baamboozle also allows teachers to create their own games or problems of varying difficulty, enabling personalized learning. It supports students with different levels of ability to learn

according to their own pace. Here are more compelling reasons why to choose Baamboozle as a learning media:

1. **Increased Learning Retention:** Interactive games like the ones in Baamboozle have been scientifically proven to improve information retention. Through gamification, students are more likely to remember what they have learned due to deeper emotional and cognitive engagement. According to Squire (2011) states that game-based learning can improve information retention and conceptual understanding because students are more likely to remember information learned in a fun and interactive context.
2. **Differential Learning Enhancement:** Baamboozle allows teachers to create games of varying difficulty levels, enabling personalized learning. It supports students with different levels of ability to learn at their own pace.
3. **Develop Social Skills:** Through group games, students not only learn academic material but also important social skills such as cooperation, communication, and leadership. These are very important in developing students' interpersonal abilities. Vogel et al. (2006) found that game-based learning improves not only cognitive skills but also social skills, as many games require teamwork and communication. Johnson (2009) showed that collaborative learning in the context of games can improve students' social skills and build a more inclusive learning environment.
4. **Effective Formative Assessment:** Baamboozle provides immediate feedback to students and teachers regarding their understanding of the subject matter. Teachers can quickly identify areas where students may be struggling and adjust

their teaching accordingly. Shute (2008) mentioned that formative feedback provided through game-based learning helps students understand their mistakes and improve their understanding in real time. Hattie and Timperley (2007) point out that effective feedback is one of the most important factors in improving student learning outcomes.

5. Reducing Academic Anxiety: Playing games in a learning environment can reduce the anxiety often associated with formal tests and assessments. It creates a more relaxed and supportive environment, which ultimately improves academic performance. Blunt (2007) found that the use of games in learning can reduce students' anxiety related to tests and assessments, which in turn improves their academic performance.
6. Integration of Technology in Learning: The use of Baamboozle helps students develop their digital literacy, a very important skill in today's technological era. It also shows students how technology can be used productively in education.
7. Wide Availability of Resources: Baamboozle has an extensive bank of games that teachers can access, providing a variety of options and inspiration for creating engaging and relevant learning activities.

B. Problem Statement

Based on the background description previously described, the problems identified in this study are: The learning process that makes students bored, where the delivery of material that still uses conventional methods and still uses a lecture system that makes students as listeners so that it creates boredom for students in absorbing material delivered by educators. that way, these problems can be

overcome by building learning outcomes in the learning process by using Baamboozle learning media.

Based on the statement of the problem, the research questions are: Is there any improvement in learning outcomes of grade XI students in English subjects before and after using Baamboozle as a learning media at SMA Negeri 2 Parepare?

C. The Objective of the Research

The purpose of the research is to determine the difference in learning outcomes of grade XI students in English subjects before and after using Baamboozle media at SMA Negeri 2 Parepare.

D. Significance of the Research

In this research, researchers hope that the results of the study can contribute to improving teaching and learning activities and provide benefits for various parties, including:

1. Researchers: The results of the research are expected to help students solve problems faced by students in learning and add insight into science.
2. Teachers: by using Baamboozle as a learning media to increase students' learning interest, researchers hope that teachers can be motivated and open new insights regarding the use of digital media as learning media.
3. Students: by using Baamboozle as a learning media, students can get a different atmosphere and experience in learning English, they can have fun and enjoy learning.
4. Other researchers: this research can be a reference and as a material consideration in compiling research that has similarities with this research.

5. Readers: it is hoped that this research can be useful for all readers, especially readers who are looking to increase their interest in learning English. This research can be used as an option to increase interest in learning English.

E. Scope of the Research

The scope of this research is:

1. Disciplinarily, this research is limited to the field of education and educational technology, especially in the use of Baamboozle interactive media in the English language teaching process.
2. Content-wise, this research is focused on the effect of using Baamboozle on students' learning outcomes in mastering English vocabulary. In this study, the researcher was measured students' learning outcomes based on the use of relevant learning media, such as:
 - a. The use of learning media that inspires students' enthusiasm for learning
 - b. The use of learning media that encourages responsibility, cooperation, and peace-loving behavior
 - c. The use of learning media that applies text structures and linguistic elements to carry out the social functions of recount texts that state and inquire about activities, events, and events, short and simple, according to the context of the use
 - d. The use of learning media helps students compose oral and written recount texts, short and simple, about activities, events, and events, with attention to social functions, text structures, and linguistic elements, which are correct and appropriate to the context.

3. Activity-wise, this research involves the use of Baamboozle as an interactive learning media to improve students' learning outcomes in vocabulary acquisition. The researcher was design and implement a learning session using Baamboozle, and then evaluate its effect on students' understanding and skills in English, especially in vocabulary acquisition.

This research is expected to provide insight into the effectiveness of using interactive media such as Baamboozle in improving students' learning outcomes in mastering English vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Some Related Research Findings

Previous research relevant to this research is:

Suardi (2019) examined the effectiveness of using PowerPoint as a learning media on student learning activeness in Islamic Religious Education. Concluded, The results showed that the experimental class had a learning activeness score of 83.72, while the control class had a score of 72.44. The significant difference with an average score of $7.972 > 1.688$ shows that the experimental class is more active than the control class. This study is similar to other studies in discussing PAI learning media but differs in the type of media used.

Maziyyah (2021) examined the effectiveness of using game-based learning media, specifically the Kahoot application, on Islamic Religious Education (PAI) learning outcomes. The researcher concluded that this study shows that the cognitive achievement of MIPA XI class students at SMAN 1 Taman Sidoarjo increased from an average score of 63 to 94 after using Kahoot. Paired Sample T-Test analysis showed significant results with a Sig. (2-tailed) of 0.00, which is smaller than 0.05, so the working hypothesis H_a is accepted. This study is similar to other studies in assessing PAI learning outcomes but differs in the learning media used, where Maziyyah's study used Kahoot, while other studies used Baamboozle.

Rahmi (2021) examined the effectiveness of using Big Book media to improve early childhood ablution skills at Harapan Ibu Lima Kaum Islamic Kindergarten. The researcher concluded that the results showed a significant difference between the pre-test and post-test in the sample group, with $t_0 = 35.95$ and $t_t = 2.16$ at the 5% significance level. Because $t_0 > t_t$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, indicating that the use of Big Book media is effective in improving early childhood ablution skills. This research is similar to other studies in discussing Religious Education material, but differs in the learning media used, where Rahmi's research uses Big Book while other studies use Baamboozle.

Winaningsih (2022) examined the effectiveness of using Baamboozle media and communication patterns of Islamic Religious Education (PAI) teachers in increasing the learning motivation of fifth grade students at SD Islam Sinar Cendekia, Serpong, South Tangerang. The researcher concluded, this study shows that the active learning program with Baamboozle media is in accordance with the Learning Implementation Plan. The communication pattern of PAI teachers used three types of communication: one-way, two-way, and multi-directional as needed. The use of Baamboozle media and this communication pattern is considered effective in increasing students' learning motivation. This study is similar to other studies that discuss the effectiveness of Baamboozle media in PAI learning, but it differs in the aspects measured, where Winaningsih's study measured student learning motivation, while other studies measured learning outcomes.

Nufri (2020) examined the effectiveness of using Edmodo learning media to improve student learning outcomes in Digital Simulation subjects at SMK Negeri 6 Makassar. The researcher concluded that the results showed an increase in student learning outcomes after using Edmodo media, as evidenced by the difference in learning outcomes before and after using the media. This research has similarities with other studies in discussing the effectiveness of learning media, but differs in the research methods used. Nufri used a quasi-experimental research model, while other studies used a pre-test and post-test research design on one group.

B. Concept of Theory

1. Learning Media

a. Definition of Learning Media

The word media comes from Latin, namely *medius*, which literally means intermediary, introducer, or middle. In addition, media also comes from Latin which is the plural; form of the word *medium*, and literally means intermediary or delivery person, namely the intermediary or delivery person of the message source with the message recipient. In other words, media is an element of a learning resource or physical vehicle that can stimulate students to learn that contains instructional material in the student's environment. The learning media is a medium that carries messages or information in a teaching and learning activity (Azhar, 2003). In general, media is a tool that can be used in the learning process.

Media in the learning process used as an intermediary or delivery of message sources with message recipients, stimulates thoughts, feelings, attention, and willingness so that they are encouraged and involved in the learning process.

The learning process is basically a communication process between teachers and students, so the learning media used in the learning process is called learning media.

In addition to the above opinions, the general definition of learning media is any form of tool or material used by educators to convey information, concepts, or skills to students in the learning process. This media includes various technologies and resources used to improve the effectiveness and efficiency of learning.

Classification of Learning Media:

- 1) Visual Media: Includes pictures, photographs, diagrams, charts, maps, and slide presentations that help explain concepts or information visually.
- 2) Audio Media: Includes sound recordings, podcasts, and other audio materials used to convey information through hearing.
- 3) Audiovisual Media: A combination of visual and audio, such as learning videos, movies, and animations that provide a richer learning experience.
- 4) Interactive Media: Includes computer applications, educational software, and e-learning platforms that enable active interaction between students and learning materials.
- 5) Print Media: Textbooks, modules, journals, and other reading materials that provide written information.
- 6) Technology-Based Media: Includes the internet, online learning platforms, digital simulations, and educational games that use digital technology to support learning.

Based on the definition of learning media that has been written above, it can be concluded that learning media is a tool used by teachers in the learning process to convey material in order to attract students' attention and motivation to participate in the learning process and understanding the material conveyed by the teacher.

Smaldino, says that media is a communication tool and a source of information. Derived from Latin which means between shows everything that carries information between the source and receiver of the message. It is said to be learning media if everything carries a message for a learning purpose. The concept of learning media has two aspects that support each other, namely hardware (hardware) and material or material called software (software). Indriana (2018), explains that media is a very useful and useful tool for students and teachers in carrying out the learning process. In this study, researchers are more likely to use Oemar Hamalik's definition of learning media on the grounds that its scope is broader, not only limited as a tool but also techniques and methods so that it can include definitions from other education experts.

Judging from several definitions, it can be concluded that learning media is a tool used in the learning process that can help teachers convey material and be able to increase learning activeness and can increase student learning motivation, so that learning media is able to improve student learning outcomes.

b. The Function of Learning Media

Media has a very important function in helping to launch the learning process to achieve success in achieving good learning outcomes. Some functions of learning media are as follows:

1) Improve Understanding:

Media helps explain complex concepts in a way that is easier to understand through visualization, simulation, and practical examples.

2) Motivates Students:

The use of engaging media such as videos, animations, and educational games can increase student interest and motivation to learn.

3) Facilitating Access to Learning Resources:

Digital media provides access to rich and varied learning resources, allowing students to learn anywhere and anytime.

4) Supports Independent Learning:

Media such as online modules, video tutorials, and learning apps allow students to learn independently according to their own pace and learning style.

5) Enriching Learning Experiences:

Interactive media and multimedia can create a more interesting and enjoyable learning experience, helping students to be more engaged in the learning process.

6) Improving Technology Skills:

The use of digital media in learning helps students develop technological skills that are essential for life in the digital age.

7) Connecting to the Real World:

Media can connect classroom learning to real-world situations, providing practical and relevant context.

c. Benefits of Learning Media

According to Nasution, the benefits of learning media as a tool in the learning process are as follows:

- 1) Learning becomes more interesting for students so that it can foster learning motivation.
- 2) Teaching materials have a clearer meaning so that students can understand them better, and allow students to master teaching objectives well.
- 3) Various learning methods, not just verbal communication through the words spoken by the teacher, but can create a pleasant learning atmosphere, and the teacher does not run out of energy.
- 4) Students are more active in learning activities, because they not only listen to explanations from the teacher, but also other activities carried out such as: demonstrating, observing, and doing (Hujair, 2009).

Judging from some of the benefits of learning media above, it can be concluded that the benefits of learning media are able to increase the liveliness of the learning atmosphere in the classroom so as to form student motivation to be more active in the learning process.

d. Learning Media Objectives

According to Sanaky, the purpose of learning media as a tool in learning is as follows:

- 1) Simplify the learning process in the classroom.
- 2) Increase efficiency in the learning process.
- 3) Maintain relevance between learning materials and learning objectives.
- 4) Helps student concentration in the learning process (Ayu Fitria, 2014).

Judging from the objectives of the learning media above, it can be concluded that learning media is a tool that can be used to facilitate the learning process and can help students and teachers in receiving and delivering material.

e. Classification of Media in Learning

By analyzing the media through the form of presentation and the way of presentation, we get a formal classification that includes seven media presenters, namely:

1) Graphic Media

Graphic media is presented in written form. Usually used to attract attention and clarify the presentation of ideas. The advantage of graphic media is that it can be equipped with colors so that it attracts students' attention more. While the drawback is that the presentation is only in the form of visual elements.

2) Print Media

Media that is made through the printing process. What stands out in print media is that it can present messages or information in large quantities and the cause of this is because many use online media.

3) Still Image Media

Images can be obtained photographically, in image media there are definitely advantages and disadvantages. The advantage is that it is easy to make and the price is cheap. While the shortcomings are limited in size it is less efficient for group learning.

4) Silent Projection Media

Visual media is projected through messages, where the results do not move or have little movement. In silent projection, media can be used for presenting messages in all sizes of classrooms. While the shortcomings require darkening the room to project it.

5) Audio Media

Media that must be received by hearing such as radios and recorders. The advantage of audio media is that it has quite a lot of program variants and the disadvantage is that the nature of communication is only one-way.

6) Audio Visual Media

Media that is delivered through the senses of hearing and seeing so that students can understand directly. The advantages can increase student attraction and the disadvantages are slow and less practical.

7) Movie Media

A series of forms of film is media that moves alternately or can be shown in moving or live form. The advantage is being able to describe past events in reality in a short form of time. The weakness of this media is that it emphasizes the material rather than the process of developing the material.

2. Baamboozle

a. Definition of Baamboozle

Bamboozle is a web application-based educational game that provides a variety of interactive and interesting games. Baamboozle is a type of edugames that resembles a quiz competition, students do not need to create an account. This game can be used in a group learning process. In Baamboozle, students can only work on questions directly from the Zoom Meeting screen sharing a screen or displayed via an LCD projector in the classroom and the educator is in charge of guiding the game (Imatus Sa'diyah, 2021).

Bamboozle is a quick and easy-to-use tool for playing and creating games. No registration is required to play. Select the "play game now" link to go to all the games stored in Baamboozle. Scroll through to view games, or search for terms. Divide the group into two teams and start playing. Each team chooses a number from the game board and answers a question. Check accuracy: then, Baamboozle keeps track of the score. Use the games found on the site, or create games on any device. Registration with email is required to create your own game (Jibag P. Hutagil, 2020).

Baamboozle is a web-based educational game that provides interactive and engaging games. This game uses quizzes created by educators. The interesting thing about Baamboozle is that it presents quizzes in groups. So that there is a sense of responsibility for the success of the group. Quizzes that have been made in the Baamboozle game was be displayed on the quiz board screen where the quizzes have their respective numbers. Each group was take turns to choose the question number that was be answered later. The advantage of this game is that students was eagerly compete in answering questions correctly in order to win the quiz, so that learning was feel more interactive. However, the disadvantage is that the quiz board that has been available can only be controlled by the educator (Sartika Dewi Mariani, 2022).

Apart from that, the use of Baamboozle learning media can also attract students' attention to provoke a competitive spirit since it is used from the initial procedure, namely when the teacher forms a group, then students take turns one by one to choose the question number that has been displayed in the Baamboozle media through the LCD projector. On the other hand, Baamboozle learning media is also closely related to communication activities with teachers because students was find it easier to understand questions and understand the material studied if the teacher is able to convey good communication and fun for students and make students comfortable in the learning process. In this case, communication patterns support the purpose of using games in order to help facilitate the process of activities in teaching and learning, and make students enthusiastic because of interesting learning, and can even increase the effectiveness of learning.

Baamboozle is a game-based learning platform that makes learning more fun and interactive. Here are some of the key features that make it interesting to use for learning:

1. Interactive Games

- a. Baamboozle allows teachers to create team game-shaped quizzes that increase student engagement.
- b. Students can play in groups and compete with each other, creating a fun learning atmosphere.

2. Multiple Game Modes

- a. Classic Mode: Students take turns answering questions in teams.
- b. Jumble Mode: The order of questions is randomized, so students have to think faster.
- c. Homework Mode: Students can play individually outside of class for independent practice.

3. Scoring System and Power-ups

- a. Provides scores for correct answers and allows for penalties for incorrect answers, thus adding to the challenge.
- b. Some games have power-ups such as bonus points or reduction of opponent's points, making the game more exciting.

4. No Registration Required for Students

Students do not need to create an account to play, just a game code provided by the teacher.

5. Attractive Visuals

Teachers can add images, icons, and emojis to the questions to increase student appeal and comprehension.

6. Flexible for Various Subjects

Not only for English, Baamboozle can be used for various subjects such as science, math, and history.

7. Accessible on Various Devices

Baamboozle can be played on computers, tablets, or phones without the need to install additional apps.

8. Facilitates Collaborative Learning

With a team-based game system, students can learn while discussing and working together to solve challenges.

These features make Baamboozle an effective learning medium to improve students' understanding in a fun and interactive way.



Figure 2.1 Display of Baamboozle Media

3. Wordwall

Wordwall is an interactive learning media and has a variety of games using technology such as smartphones or laptops that function as tools to facilitate students in activities in the classroom (Purnamasari et al., 2022, p. 72). Wordwall is an interesting application on the browser. This application aims specifically as a learning resource, learning media and fun assessment tool for students. Where in the Wordwall provided examples of teacher creations that can be used by new users and give new users an idea of what kind of creation (Putri, 2020, p. 18).

Wordwall is a web-based learning media in the form of a simple game where students are invited to follow existing commands and choose the correct answer by clicking on the specified object. where this application is quite easy to use and can be used easily by students and educators (Minarta & Pamungkas, 2022).

According to (Maghfiroh, 2018) some of the advantages of Wordwall learning media include the following:

1. Free for basic options with several templates.
2. This game can be sent directly via WhatsApp, Google Classroom, or other applications.
3. This software offers many types of games such as crossword, quizzes, random cards, and many others.
4. Another advantage is that the games that have been made can be printed in PDF form, so it was be easier for students who have problems with the network.
5. Wordwall can make it easier for students to understand the subject matter online, and easy to use to find out how students' learning achievements.

6. Wordwall is suitable for evaluating learning and providing stimulation to students.

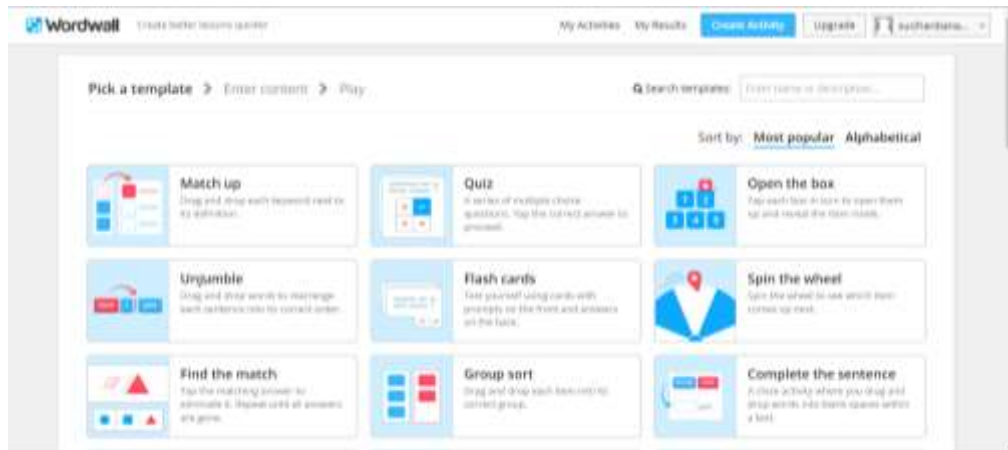


Figure 2.2 Display of Wordwall

4. Learning Outcomes

a. Understanding Learning Outcomes

Learning outcomes come from two words, namely "results" and "learning". The definition of learning outcomes shows an acquisition as a result of an activity or process that results in functional changes in input (Purwanto, 2013). Learning is all mental or psychological activity carried out by a person so as to cause changes in behavior that are different after and before learning.

Learning outcomes can be defined as something that students can do that they previously could not do, as a reflection of student competence. Learning outcomes can also be interpreted as patterns of action, values, notions, attitudes, appreciation, and skills, as a result of interaction in the learning process. Learning outcomes can also be used as a benchmark to identify and evaluate the objectives of learning. As one of the benchmarks for measuring the success of the learning process, learning outcomes reflect the results of the learning process which shows

the extent to which students, teachers and processes are determined. Learning outcomes are also a report on what students have achieved in the learning process (Rohmalina Wahab, 2015).

Learning outcomes show the ability of students who have undergone the process of transferring knowledge from someone who can be said to be an adult or have more knowledge, so educators can find out how far students can understand certain subject matter on the basis of educators can determine good teaching and learning strategies. Every learning process always produces learning outcomes. This research is more directed at cognitive learning outcomes which are one of the references in achieving educational goals. Students' intellectual abilities are indispensable in determining success in obtaining the learning outcomes that students and educators want. Student learning outcomes can be used as a measure of the success of educators in teaching so that educators can improve or repeat parts of the subject matter that are less or not understood by students (Corry, 2017).

According to Tatan and Teti, learning always involves changes in individuals such as maturity of thinking, behavior, or maturity in making their own decisions and choices. The learning outcomes obtained by humans and other creatures, such as animals, was certainly look different, in humans, the learning outcomes was always have changes and developments. Whereas in other creatures the learning outcomes was not change optimally as well as those in humans. According to Sudjana, learning outcomes are the abilities that students acquire after going through the learning process. In addition, Nasution also defines learning

outcomes as a change that occurs in individuals after learning, not only changes in knowledge but also an appreciation for those who have learned (Indah Lestari).

Judging from some of the definitions of learning outcomes above, it can be concluded that learning outcomes are a measuring tool to see the extent of success between teachers and students in carrying out the learning process, and can also be said to be a reward for students for what students achieve during learning.

b. Factors Affecting Learning Outcomes

Learning success is not only determined by improving the ability of educators. However, it is determined by other factors that influence another, several factors of student learning difficulties, among others:

- 1) Factors that come from oneself
- 2) Factors that come from the environment
- 3) Factors that come from the family environment
- 4) Factors that come from the community environment.

Another factor that affects student learning outcomes is the learning media used by educators, media as a teaching aid, which helps communicate learning material through a medium.

C. Conceptual Framework

Learning outcomes are the results obtained by students after learning at a certain time as measured by grades or numbers and skills possessed by students. Along with the development of the road, not only students are required to be active in learning but educators are also required to be creative in carrying out the learning

process. Therefore, the use of good and effective learning media was have an impact on improving good learning outcomes.

One of the learning media that can be used is Baamboozle media. Baamboozle media is an added games-based media whose use is guided directly by the educator and can be accessed anywhere. Baamboozle Media is expected to improve student learning outcomes in English class X at SMA Negeri 2 Parepare.

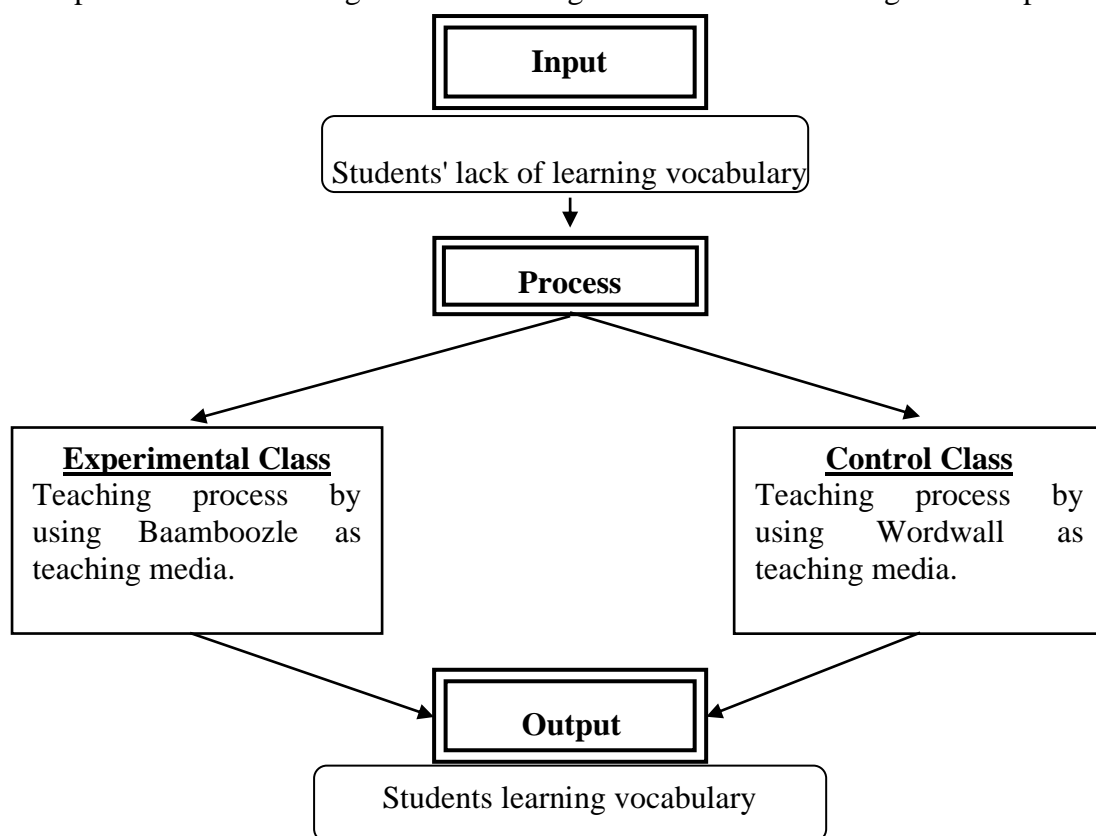


Figure 2.2 Conceptual Framework

The three main components are explained below:

1. Input: refers to the students' prior knowledge.
2. Process: the teaching process is divided into two parts, one for the experimental class using Baamboozle as the teaching media and one for the control class using Wordwall.

3. Output: the result of this treatment is the achievement of students' motivation.

D. Hypothesis

Based on the previous related literature, some related ideas, and the conceptual framework above, the researcher formulates a hypothesis:

H_0 (Null Hypothesis) : The students' English skills who are taught using Baamboozle are not better than the students who are taught using Wordwall.

H_1 (Alternative Hypothesis) : The students' English skills who are taught using Baamboozle are better than the students who are taught using Wordwall.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Methods

The quantitative approach is a planned and careful problem-solving method. With a tightly structured design, data collection is systematically controlled and is aimed at developing theories that are concluded inductively within the framework of proving hypotheses empirically. Quantitative research is research that uses numbers in data presentation and analysis using statistical tests. Quantitative research is research that is guided by certain hypotheticals, which is one of the objectives of quantitative research. The research method is the method used by researchers to obtain research objectives. This agrees with what Sugiyono (2010) stated: "Educational Research Methods are scientific ways to obtain valid data with the aim of discovering, developing, and proving certain knowledge so that in turn it can be used to understand, solve, and anticipate problems in the field of education".

Researchers used the comparison of experimental and control classes with the pre-test and post-test of each class as empirical evidence of the results between classes treated with the use of Baamboozle learning media and classes not treated with Baamboozle learning media. The existence of experimental and control classes. Experimental method is a research method to study the effect of certain variables on other variables, through trials in special conditions that are deliberately created According to Fathoni (2000). This is in line with Sugiyono's opinion (2010) which states that the experimental method is a research method used to find certain

treatments for others under controlled conditions. In line with this, Arikunto (2009) argues that:

"Experimental research is research that is intended to determine whether or not there is an effect of "something" imposed on the subject of investigation. In other words, experimental research tries to examine whether there is a whether or not there is a causal relationship. The method is to compare one or more experimental groups that are given treatment with one or more comparison groups that do not receive treatment".

The quasi-experiment is a form of experimental design developed from true experimental design. This design has a control group, but cannot function to fully control the outside variables that affect the implementation of the experiment. (Sugiyono, 2010). The purpose of pseudo-experiments is to obtain information that is an estimate of information that can be obtained with actual experiments under circumstances that make it possible to control and manipulate all relevant variables According to Suryabrata (2010). Through this method, researchers tried to test the use of Baamboozle media in improving students' English learning outcomes at SMA Negeri 2 Parepare.

B. Research Design

This research applied a quasi-experimental method which involves two groups with different treatments, namely the experimental group and control group.

The design is illustrated as follows:

Class	Pre-test	Treatment	Post-test
E	O_1	X_1	O_2
C	O_1	X_2	O_2

Where:

E : Experimental Class

C : Control Class

O_1 : Pre-test

O_2 : Post-test

X_1 : The treatment for experimental class

X_2 : The treatment for control class

(Gay et al. 2006)

C. Population and Sample of The Research

1. Population

The population of this research was the XI students of SMA Negeri 2 Parepare school year 2023/2024. There are eleven classes, namely class XI Smart D1 consists of 35 students, XI Smart D2 consists of 30 students, XI Smart D3 consists of 31 students, XI Smart C1 consists of 30 students, XI Smart C2 consists of 32 students, XI Smart C3 consists of 34 students, XI Smart B1 consists of 32 students, XI Smart B2 consists of 33 students, XI Smart B3 consists of 31 students, XI Smart A1 consists of 330 students and XI Smart A2 consists of 30 students, so the total number of population is 348 students.

2. Sample

In this research, the researcher used cluster random sampling technique to choose two classes from the population which represented the experimental classes and control classes, because the population was relatively homogeny and the amount of the sample was large. Two of eleven classes were used as the sample XI Smart D1, as the experimental class, and XI Smart B1, as the control class.

D. Research Variabel and Operational Definition

In this research, there are 2 (two) research variables, namely: the independent variable, namely Baamboozle media, and the dependent variable, namely Wordwall. More details about the definitions of these two variables are explained as follows:

1. Media Baamboozle is a web-based educational game application that provides a variety of interactive and interesting games that teachers use in the learning process in order to improve student learning outcomes in English subjects in class XI SMA Negeri 2 Parepare.
2. Wordwall is an interactive learning media and has a variety of games using technology such as smartphones or laptops that function as tools to facilitate students in activities in the class XI SMA Negeri 2 Parepare.
3. Vocabulary mastery

Vocabulary mastery is the ability to use words in communication and understand their meaning. It is an important component of communicative competence. Vocabulary mastery is not a simple skill. It involves recognizing, selecting, and using words.

a. Benefits of Vocabulary Mastery :

- 1) Helps communicate ideas and information to others.
- 2) Helps understand what you hear and read.
- 3) Helps express what you want to say or write.
- 4) Helps achieve a high score on the IELTS test

b. How to improve vocabulary mastery :

- 1) Playing games, such as Spelling Bee Game, Simon Says Game, Baamboozle.
- 2) Using visual media, such as the mnemonic method.
- 3) Using the Writing in the Here and Now strategy.
- 4) Reading widely.
- 5) Using dictionaries and encyclopedias.
- 6) Creating your own dictionary.
- 7) Learning one word a day.
- 8) Engaging in conversation.
- 9) Watching and listening to academic material.
- 10) Writing and speaking actively.

E. Instrument of the Research

A research instrument is a tool that explores research problems so that the problem is revealed. Research instruments can be grouped into two, namely tests and non-tests, tests have to measure properties, while non-tests have collecting properties. The research instrument used by the author in collecting field data was

test questions. By using two forms of questions, namely pre-test questions consisting of 29 numbers and post-test questions consisting of 29 numbers, pre-test questions are given before treatment, and post-test questions are given after treatment. The research has two classes, a control class, and an experimental class.

F. Procedure of Collecting Data

The procedure of collecting data is in the chronological order as follows:

1. Pre-test

Before conducting the treatment, researchers gave a pre-test to students. This aims to determine students' initial knowledge of English learning before being given treatment using Baamboozle media.

2. Post-test

After conducting the treatment, researchers gave a post-test to students to determine student learning outcomes. The results of the post-test were scored to prove the hypothesis. The test form and allocation were the same as the pre-test.

3. Treatment

After giving the pre-test, the researcher gave treatment to students, both experimental and control classes. The experimental class was given treatment using Baamboozle media, while the control class was not given treatment like the experimental class. In other words, the control class used English textbooks. Each meeting lasted for 2 x 40 minutes each meeting. The students of the experimental class were asked to bring their own memorable pictures according to the predetermined theme at each meeting.

a. Experimental Class

1. Open the lesson according to the class agreement and condition the students to be ready to learn starting from greeting and praying.
2. Explain about synonyms, antonyms, word formation, and anagrams.
3. The researcher introduced Baamboozle as a learning media to the students and its features.
4. The researcher explained how to use Baamboozle learning media and explained how to start using Baamboozle.
5. At each meeting, the researcher prepared the subject matter or edu-game on Baamboozle, with some questions provided by the researcher.
6. Students were divided into 2-4 groups randomly before the start of media-based learning.
7. After students know and understand about Baamboozle learning media, researchers start learning.
8. Then each group can choose a number that contains a question that has been provided to answer the question.
9. After all the questions are answered, the scores of each group are displayed and then the researcher explains again about the questions and corrects the questions that were answered incorrectly.
10. Then the researcher gave students the opportunity to ask about things that students did not understand about the material.

11. The researcher summarized the material that had been learned and gave appreciation to students.

12. Students gave closing greetings and prayed

b. Control Class

1. Open the lesson according to the class agreement and condition the students to be ready to learn starting from greeting and praying.

2. the researcher conveyed and explained to the students about what Wordwall was as a learning medium.

3. Explain about synonyms, antonyms, word formation, and anagrams.

4. The researcher informed the students about the features of Wordwall.

5. The researcher explained how to use Wordwall learning media and explained how to start using it.

6. At each meeting, researchers prepare learning materials or teaching materials about Wordwall, with some questions that have been provided by researchers.

7. Students were divided into groups or individuals depending on the material randomly before the start of media-based learning.

8. After the groups were divided, the researcher explained the learning rules and things that needed to be considered when Wordwall started.

9. After students knew and understood about Wordwall learning media, the researcher started the learning.

10. After all the questions were answered, each student's score was displayed and then the researcher explained again about the question and answered the questions that were answered incorrectly by the students.

11. The researcher summarized the material that had been learned and gave appreciation to students.

12. Students gave closing greetings and prayed

G. Technique of Data Analysis

The method used to collect the data needed in research to answer the formulation of research problems is called data collection techniques (Juliansyah Noor, 2012).

The test that was be used by researchers here contains a test of student learning outcomes. The form of the test is a written test because it can be used to determine how far students understand the material that has been taught.

1. The researcher gave the raw score that would be classified into five levels as follows:

a. Multiple Choice Question Assessment Rubric

1) Purpose of Assessment:

a) To measure students' understanding of concepts, grammar, vocabulary, and text analysis skills in English.

2) Scoring Criteria:

a) Correct Answer: The student demonstrates a correct understanding of the material tested.

b) Incorrect Answer: Students do not understand the concept being tested or choose the wrong answer.

3) Scoring:

- a) Correct Answer: 1-5 points per question, depending on the difficulty of the question.
- b) Example: If the question has 20 questions, each correct answer is scored 5 points, for a total score of 100 points.
- c) Wrong Answer: 0 points.

Table 3.1 The Scoring Rubric is to Assess and Evaluate Student Performance On Multiple-Choice Questions:

Creteria	Description	Score
Correct answer	Students choose the right answer according to the concept taught.	1-5 points in a question
Wrong answer	Students choose the wrong answer or do not answer.	0 point

b. Rubric for Short Answer Question Assessment

Assessment Objective:

To measure students' ability to recall information, apply concepts, and answer questions directly with short sentences.

1) Assessment Criteria:

- a) Accuracy of Answer: The student's answer is complete and precise and in accordance with the information taught.
- b) Answer Completeness: The answer covers all aspects that are asked.
- c) Clarity of Answer: Answers are clearly written and easy to understand.

2) Score:

- a) Complete and Correct Answer: 5-10 points per question, depending on the complexity of the question.
- b) Partially Correct Answer: 2-5 points, if the answer includes most of the correct information but there are minor flaws or errors.
- c) Incorrect or Irrelevant Answer: 0-2 points, if the answer does not include relevant information or there are significant errors.

Table 3.2 The Scoring Rubric Is To Assess and Evaluate Student Performance On Short Answer Questions:

Creteria	Description	Score
Complete and Correct Answer	Students give correct answers that include all the information requested.	5-10 point
Partially Correct Answer	Students give answers that are mostly correct, but there are minor flaws or errors.	2-5 point

Continuation of Table 3.1

Creteria	Description	Score
Incorrect or Irrelevant Answer	Students give answers that are incorrect or irrelevant to the question.	0-2 point

Table 3.2 Classification of Score Levels

No	Predicate	Classification	Score
1	A	Very Good	86-100
2	B	Good	66-85
3	C	Poor	46-65
4	D	Very Poor	0-45

(sumber: predicate score SM Parepare)

2. Collecting raw score:

$$P = \frac{N \text{ Score}}{\text{Max Score}} \times 100$$

Where:

p = Student's Score

N Score = Student's Correct Answer

Max Score = Maximum score that can be obtained by students

(Gay et al., 2012)

3. To calculate the mean score, researchers used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean

$\sum x$ = The sum of the scores or values

N = Number of scores

(Gay et al., 2012)

4. To determine the improvement of students' writing skills, researchers used the percentage technique:

$$P = \frac{X_2 - X_1}{X_2} \times 100\%$$

Where:

P = Percentage

X_1 = Pre-test mean score

X_2 = Post-test mean score

(Gay et al., 2012)

5. In order to calculate the Sum of Squares, the researcher utilized the following formula :

$$SS = \sum x^2 - \left(\frac{\sum x}{n} \right)^2$$

Where:

SS = Sum of Square

$\sum x^2$ = The sum square of the sum score

$\sum x$ = The sum of all square

n = The number of subjects

(Gay et al., 2012)

6. To find the Degree of Freedom (df) of the test, the researcher utilized the following formula:

$$df = n_1 + n_2 - 2$$

Where:

df = Degree of Freedom

n_1 = The number of subject experiment class

n_2 = The number of subject control class

(Gay et al., 2012)

7. To calculate the standard deviation, researchers used the formula:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where:

SD = Standard deviation

$\sum x^2$ = Sum of all deviations after squaring first

N = Number of Class

(Gay et al., 2012)

8. To determine the significant difference between the pre-test and post-test scores, researchers used the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 + 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significant difference

\bar{X}_2 = Mean of Experimental Class

\bar{X}_2 = Mean of Control Class

SS_1 = Sum of the Score Experimental Class

SS_2 = Sum of the Score Control Class

n_1 = Total Sample of Experiment Class

n_2 = Total Sample of Control Class

(Gay et al., 2012)

H. Hypothesis Testing

In testing the research hypothesis, researchers used a one-sided hypothesis with $\alpha = 0.05$ and degrees of freedom $(df) = n_1 + n_2 - 2$. Before arriving at the criteria for testing the research hypothesis, the researcher formulates the statistical hypothesis as follows:

$$H_0: \mu_1 \neq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

Where:

H_0 = Null hypothesis

H_1 = Alternative hypothesis

μ_1 = The average score of students in the experimental class

μ_2 = Average score of students in the control class

(Gay et al., 2012)

- a. If the t-test value $>$ t-table value, H_0 is accepted and H_1 is rejected. It means that the English learning outcomes of students of SMA Negri 2 Parepare who are taught by using Baamboozle as a learning media are not better than the writing ability of students who are taught by using Wordwall.
- b. If the t-test value $>$ t-table value, H_0 is rejected and H_1 is accepted. It means that the English learning outcomes of students of SMA Negri 2 Parepare who are taught by using Baamboozle as a learning media are better than the writing ability of students who are taught by using Wordwall.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter deals with the findings of the research and the discussion of the findings. The data from the pre-test and post-test were analyzed into percentages and categorized into some criteria. In the discussion stage, the findings are implemented.

A. Finding

This finding was obtained through an English vocabulary test on students of class XI of SMAN 2 Parepare in the academic 2024/2025. The researcher applied all the procedures that have been shown in Chapter III. In addition, the researcher gave the pre-test and post-test to the students. After that, it was continued by analyzing the pre-test and post-test scores of the two classes, namely the experimental class and the control class. This aims to determine the significant differences of students from the two classes, researchers collect data from tests that have been given to students. After analyzing the data, researchers found student scores and tabulated them in a table.

1. Percentage Value of Learning Outcomes of Vocabulary Mastery Experimental and Control Class Students on Pre-Test and Post-Test.

The results of the pre-test and post-test in the experimental class of students of class XI SMAN 2 Parepare are tabulated as follows:

Table 4.1: Percentage score of experimental class students' learning outcomes in pre-test and post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	0	0	18	78,26
2	Good	56-85	11	47,82	5	21,73
3	Poor	41-55	11	47,82	0	0
4	Very poor	0-40	1	4,34	0	0
Total			23	100	23	100

Table 4.1 shows that students in the experimental class in pre-test and post-test. The pre-test score of the experimental class shows that 1 student (4,34%) got very poor classification, 11 students (47,82%) got poor classification, and 11 students (47,82%) got a good classification. While the post-test score of the experimental class shows that 5 students (21,73%) got good classification, 18 students (78.26%) got very good classification.

Based on the explanation above, we can see that most of the students' scores before being given the treatment were in the poor score classification. Although there were some students who managed to get into the Good classification, none of the students managed to get into the Very Good classification. After the researchers provided treatment using Baamboozle learning media, most of the students' scores entered the Good score classification. However,

we also see that there are some students who made it into the classification with Very Good grades.

For consideration, here are the results of the pre-test and post-test in the control class.

The table is discussed as follows:

Table 4.2: Percentage of students' learning outcome ability scores in the control class

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	0	0	5	21,73
2	Good	71-85	3	13,04	7	30,43
3	Poor	41-55	6	26,08	2	8,69
4	Very poor	0-40	14	60,86	9	39,13
Total			23	100	23	100

Table 4.2 shows that students in the control class in pre-test and post-test. The pre-test score of the control class shows that 14 students (60,86%) got very poor classification, 6 students (26,08%) got poor classification, and 3 students (13,04%) got good classification. While the post-test shows that 5 students (21,73%) got very good classification, 7 students (30,43%) got good classification, 2 students (8,69%) got poor classification, and 9 students (39,13%) got very good classification.

From the explanation above, we can see that most of the students' scores before being given treatment were classified in the category of insufficient scores and after being given treatment using Wordwall learning media most of the

students' scores were still classified in the category of sufficient scores and some in the good category. Even so, we can still see an increase even though it is very small when compared to the increase in the Experimental Class.

2. The Mean Score and Standard Deviation of The Pre-Test of The Students In The Experimental Class and Control Class.

The mean score and standard deviation of both classes after calculating the result of the student's pre-test are presented in the following table:

Table 4.3: The mean score and standard deviation of the students in the pre-test

No	Class	Mean Score	Standard Deviation
1	Experiment	64	9,57
2	Control	44,73	14,98

Table 4.3 shows that the average pre-test scores obtained by the experimental and control classes were almost the same before the treatment. This indicates that the learning ability of both classes is average. Furthermore, the average value of the control class was be a tool to monitor the average value obtained by students in the experimental class after the treatment. In addition, the standard deviation of the pre-test in the experimental and control classes is categorized as high. This indicates that the student's writing ability in the experimental and control classes was still diverse before being given treatment using Baamboozle learning media.

For consideration, here are the results of the mean score and standard deviation of the students' post-tests in both the experimental and control classes.

The table is explained below:

Table 4.4: The mean score and standard deviation of the students in the post-test

No	Class	Mean Score	Standard Deviation
1	Experiment	89,78	5,46
2	Control	62,82	22,15

Table 4.4 shows that students' learning abilities in both the experimental and control classes have increased after receiving treatment. However, the improvement is different. The mean value of the experimental class is greater than the control class. The standard deviation results also show that students' writing ability is less varied after the treatment. This is due to the use of interesting and varied learning media and quizzes that make students easy and interested in learning.

3. The Mean Score Difference Between The Experimental Class And The Control Class

The mean score difference between experimental and control, after calculating the results of the students are presented in the following table:

Table 4.5: The students' mean score difference

No	Class	Pre-test	Post-test	Mean Difference
1	Experiment	64	89,78	25,7
2	Control	44,73	62,82	18,1

Table 4.5 shows that the mean score difference for the experimental class is greater than the control class. The mean difference of both classes is (45,24). It means that the mean score difference of the pre-test and post-test by the two classes are different. The mean score of the experimental class has better significance than in the control class.

4. Hypothesis Testing

Table 4.6: The t-test and t-table values in the pre-test and post-test

Test	T-test Value	T-Table Value
Pre-test	2,40	1.68
Post-test	2,40	1.68

Table 4.6 shows that the t-test value of the total scores for two classes for $\alpha = 0.05$ level significance is different this shows that the t-test value in the pre-test (2,40) was smaller than the t-table value (1.68), it means that there was no significant difference between the students' pre-tests of both classes. The t-test value in the post-test (2,40) was greater than the t-table value (1.68), it means that there was a significant difference between the students' post-tests of both classes.

B. Discussion

This section explains the results of the research which consist of three things, namely the achievement of research objectives, specific findings, problems in research, and related theories. In this section, the researcher discusses the above findings. In SMA Negeri 2 Parepare, especially in class XI, students' learning ability is categorized as poor. This can be seen from the students' average score of 64 while the standard score of SMA Negeri 2 Parepare is 70. The problem is caused by several factors such as students' lack of ideas and their lack of interest in learning English. Therefore, researchers are interested in using Baamboozle learning media as a medium to improve student learning outcomes. According to Sanaky in Sundayana (2013) media can be a motivation for students to learn because it can create flexible, fun, relaxed, and interesting learning conditions. In other words, with this learning media media, students do not feel bored because there are fun features.

In the experimental class, researchers provided treatment for four meetings with the vocabulary learning process. Each meeting, the researcher gave a different theme and students used Baamboozle. In the first stage, the researcher explained about Anagram, Synonyms, Antonyms, and Word Formation in each meeting. Then, the researcher asked the students to pay attention to the use of Baamboozle learning media to answer the questions that had been given with their group mates. In the next stage, the researcher asked the students to answer the questions given and solve the problems according to the themes that had been studied. After completion, in the first and third meetings, the researcher and students together

discussed the questions that had been answered. This is called the revising and editing stage. In the control class, the researcher gave treatment four times with the same steps by using Wordwall learning media.

Before being given treatment, students' learning ability was still not good, as evidenced by the percentage of the total pre-test score for both classes (experimental class and control class) the average score of students from the pre-test obtained by students for the experimental class was 64 and for the control class was 44. This means that the average pre-test score obtained by both classes is almost the same between the pre-test scores of students from both classes in learning ability. After giving treatment four times in each class, students' learning ability is categorized as increasing in both classes, especially in the experimental class, as evidenced by the percentage of the total post-test scores of both classes (experimental class and control class). The experimental class taught using Baamboozle was 89 while the control class taught using Wordwall was 62. This means that the average value of the experimental class is better than the average value of the control class in writing ability.

In this study, it was found that teaching using Baamboozle learning media can improve students' vocabulary skills. This study supports some previous research findings. The first research conducted by Sari et al. (2024) showed that the use of Baamboozle improved the learning outcomes of grade V students in IPAS subjects, with an increase in the average score from 45.83% to 81.22%. The study showed a difference in student learning outcomes in IPAS subjects between students who used Baamboozle learning media and students who did not use the

learning media. This can be seen by comparing the learning outcomes of the Pre-Test group with an average value of 45.83%, while the Post-Test group learning outcomes have an average value of 81.22%. This means that student learning outcomes have increased by 35.39. The results of the SPSS analysis of the Paired Sample T-Test test obtained a significance value of $0.000 < 0.05$, which means that there is a significant difference between the Pre-Test and Post-Test scores, so H_0 is rejected and H_a is accepted. This means that Baamboozle learning media has an effect on student learning outcomes in social studies class V MIN 3 OKU Timur.

Wulandari (2023) The experimental group using the Bamboozle game showed an increase in the average score from 67.67 (pre-test) to 83.07 (post-test). The control group that did not use the Bamboozle game also experienced an increase, but not as large as the experimental group, with an average score of 66.4 (pre-test) to 76.67 (post-test). Statistical analysis showed a significance value (2-tailed) of 0.000, which means there is a significant difference between the use of Bamboozle and conventional methods in improving students' vocabulary skills.

The results showed that using Baamboozle learning media can improve students' vocabulary skills. From the results of this study showed that the hypothesis stating that the use of Baamboozle is better than the conventional way in improving the writing ability of students of class XI SMAN 2 Parepare.. From this research shows that the hypothesis which by using canva application was better than the conventional way to improve the writing ability of XI students of SMAN 2 Parepare. The truth of the hypothesis indicator suitable with the result of the research, explicitly be shows based on the standard score of SMAN 2 Parepare is .

Indicator of the improved of the students writing ability if they got upper expected score was > 70 . After applying the t-test formula, the result of computing of t-test for pre-test (1,25) and for post-test (4.04) if it concluded with the t-table value with degree of freedom (df) = 40 and the level significance $\alpha = 0.05 = 1.68$. The t-test value for pre-test (1.25) is smaller than t-table value (1.68) and t-test value for post-test (4.04) higher than t-table value (1.68). The discussion above indicates that the null hypothesis is rejecting and alternative hypothesis is accepting. It means that memorable picture able to improve the writing ability of the XI students of SMAN 2 Parepare. The students who are taught by canva application.

Student interest in learning affects motivation and student activeness in carrying out learning activities. If interested in following learning, then students' curiosity also increases so that they are more interested in learning. in following the learning. If students are interested and enjoy the learning process learning process, student learning outcomes will also improve.

From the results of Nur Asma's research (2017) on the Effectiveness of the Use of Media Learning Outcomes of Civics Learning Outcomes for Class IV Students at School Inpres Karunrung Elementary School, Makassar City, which concluded that there were changes from not knowing to knowing, from inactive to active based on the stimulation provided by the teacher by using audio-visual learning media. audio visual learning media. This further strengthens that the use of learning media learning media can affect student learning outcomes.

Furthermore, the results of Susana's research (2013), concluded that the multimedia developed forms a mentality to learn independently and enjoyably and

builds the concept of learning for themselves, so that the use of multimedia in this learning shows students' enthusiasm for learning, repetition in learning, students are not ashamed to learn, and there is also a big change in behavior, so that the teacher acts as a facilitator.

It can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant influence between students' learning outcomes in the experimental and control groups. Based on this result, Baamboozle as the treatment in this study is an effective learning media for English language learning for students. The researcher can conclude that the use of Baamboozle has an effect on improving student learning outcomes. Before the media was given, students seemed uninterested in English lessons, after the learning media was given students were interested in English lessons, using Baamboozle made it easier and more interesting for them to learn because they could play while learning. They enjoy learning because Baamboozle has many features, so they can express their ideas and the results of their critical thinking more easily. After Baamboozle is implemented in the classroom, the students are more focused and actively participate in English lessons during teaching-learning activities, Baamboozle increases students' attention when they are asked to answer questions/quizzes, so they are interested in following the lesson and the rapid development of technology can be utilized as an effective learning tool, improving the quality of information delivery, and expanding the reach of students. There are several advantages of using Baamboozle as a media in learning English, namely it can stimulate and motivate students to be more observant and expressive; Cheap; Available for free, and quite

easy to find; Can be used individually or in groups; Can be displayed as long as needed so that students can work at their own pace; Up-to-date and can bring reality into the classroom; Can increase students' creativity in learning.

The results showed that using Baamboozle can improve students' learning ability. From the results of this study indicate that the hypothesis stating that the use of Baamboozle is better than using Wordwall in improving the learning ability of students of class XI SMAN 2 Parepare. The truth of the hypothesis indicators in accordance with the results of the study, explicitly can be seen based on the standard score of SMAN 2 Parepare. After using the t-test formula, the t-test calculation results for pre-test (3.63) and post-test (4.26) when consulted with the t-table value with degrees of freedom ($df = 44$) and significance level $\alpha = 0.05 = 1.68$. The t-test value for the pre-test (2.40), the t-table value (1.68), and the t-test value for the post-test (4.20) are greater than the t-table value (1.68). The discussion above shows that the null hypothesis is rejected and the alternative hypothesis is accepted. This means that memorable pictures can improve the vocabulary of students in class XI of SMAN 2 Parepare. Students who were taught by using Baamboozle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that learning English using Baamboozle is better than teaching using Wordwall. This is shown by the t-test value on the pre-test (1.02) is smaller than the t-table value (1.72), which means there is no significant difference between the pre-test of students in both classes. The t-test value on the post-test (4.04) is greater than the t-table value (1.72), which means there is a significant difference between the post-test results of students from both classes. This is proven by rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_1), after using the t-test formula on the post-test where the t-test value is greater than the t-table value. This means that memorable picture media can improve the writing ability of students in class XI of SMAN 2 Parepare.

B. Suggestions

Based on the above conclusions, the researcher provides the following suggestions:

1. For English Teachers

- a. Baamboozle-based learning media is suitable to be used as a medium in the learning process to improve student learning outcomes.
- b. Baamboozle can be a very appropriate choice to avoid monotonous learning methods.

- c. Before teachers use Baamboozle, it would be nice if teachers first understand each component in Baamboozle. This is because there are still few teachers who apply and use this media as learning media.
- d. In implementing learning using Baamboozle, teachers must be wise in choosing themes or topics and must be adjusted to the abilities and needs of students.

2. For Students

- a. Baamboole can be used to practice learning skills in an easy, fun, and accessible way using only a mobile phone.
- b. Learning English using Baamboozle should choose topics or themes according to your needs.
- c. We recommend using Baamboozle for free, no subscription is required.

3. For the next Researcher

- a. Baamboozle learning media is very suitable for research, especially in the field of English, there are many options and features that can be used and researched.
- b. Future researchers can use other instruments or methods in using Baamboozle.

4. For the Readers

Baamboozle can be used as an option to improve English learning skills.

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