UTILIZING BAAMBOOZLE IN DEVELOPING STUDENTS' ENGLISH GRAMMAR MASTERY

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ABSTRACT

English grammar is one of the essential language elements that students must acquire and master. Unfortunately, mastering grammar is sometimes seen as the most challenging skill to learn among other skills which requires teachers to encourage the students with proper technology so they can optimally learn English grammar. This study aims to find out how students develop their grammar mastery by using game-based learning Baamboozle and investigate the students' responses toward using Baamboozle in developing their grammar mastery. This study applied Classroom Action Research as the research design. This study was conducted in two cycles at one of the Vocational high schools in West Java. The participants of this study were 21 students of class X. Class observations, tests, and questionnaires were used as data collection techniques. The data then were analyzed qualitatively and quantitatively. The result of the analysis shows that students' grammar mastery skills developed, in Cycle I the average score was 72.8 while in Cycle II, the average score was 91.9. The students also responded well to the use of Baamboozle in learning grammar in which they had good perception of activities using game-based learning with the help of Baamboozle. They also actively participated in Bamboozle based grammar activities by actively and voluntarily involving in answering questions. The students admitted that their active involvement was lead by the gamification, interactivity and the competitiveness of the Baamboozle game.

Keywords: Grammar Mastery, Learning Media, Game-based Learning, Baamboozle.

INTRODUCTION

Grammar is crucial to language learning because, without it, words lack appropriate meaning. When a word is used alone, its meaning often cannot be understood well and Fitriyani (2018) stated that when several words are used together, the meaning is often clearer and easier to comprehend. Many experts consider grammar to be a fundamental skill for learning English since it is used as a primary rule in a language so people must utilize it properly to understand communication in that language (Fakhruddin *et al.*, 2020). Qomariyah, (2019) also mentions that grammar is required to organize words and groups of words to produce sentences. Tenses as part of grammar, is inevitable to be appropriately used to accurately reflect the circumstances in which an event, occasion, or action happened (Ahmad *et al,* 2018).As one of fundamental tenses, Fitria (2019) states

that simple present is commonly used for explanations, definitions, and general truth claims.

Despite its significance, many Indonesian students believe that grammar is boring and challenging to understand(Pujiasih, 2019). In this case, the fact that English is not the primary language that Indonesian students use to communicate, they have trouble understanding English grammar structures and constructing proper sentences based on grammatical rules(Dewi *et al, 2020)*.Mufanti *et al*, (2019) added that Indonesian students have difficulty learning English grammar because there are vast differences between English grammar rules and the grammar of their mother tongue.

In that case, technology can be used in the process of grammar learning to encourage the students to interact more with the patterns and rules of grammar. Akrim (2018) claims that by using specific technologies, learning media serve as an intermediate when presenting topic content to students so they may grasp it fast and acquire insights from teachers. Students' enthusiasm for learning will also increase by utilizing innovative and creative learning media. Sa'diyah *et al, 2021)* also concurred that using games to present the material can create a fun learning environment. Further, as said by Widoretno *et al*., (2021), games in the classroom can help students focus better, develop their reasoning and problem-solving skills, and feel less stressed.

One of the technologies to facilitate game-based learning media is Baamboozle. Andriyani *et al*., (2021), mentioned that Baamboozle is a game-based based learning application that makes learning enjoyable. This research mainly focuses on exploring the utilization of Game-based Learning Baamboozle in developing students' grammar mastery. It aims to find out how students develop their grammar mastery by using game-based learning Baamboozle and to investigate the student's responses toward using game-based learning Baamboozle in developing students' grammar mastery.

REVIEW OF LITERATURE

Grammar Mastery

A good grammar skill helps foreign language learners communicate their ideas clearly. Therefore, grammar is one of the essential language elements that EFL students must acquire and master(Mufanti *et al*., 2019). Likewise, Fitriyani (2018), stated that grammar is crucial for language learning as it helps convey intended meanings to readers or listeners. Understanding grammar is crucial for a clearer understanding of words and phrases. Purwani (2021)claimed that grammar mastery will make things easier to

communicate in English. Moreover, Puspitaloka (2019) highlighted that grammar is one of the key components of learning English and without it, it is difficult to efficiently use the target language learned for both written and oral communication. Shen (2012) demonstrates the importance of grammar in language learning, that all languages have grammar, and each language has its own grammar. People that share a language are able to communicate because they have an instinctive understanding of its grammatical structure.

In making sure the success of grammar learning, students' comprehension and skills should be put into priority., In this case, Rosalinah (2017), suggested that there are several aspects to take into account when studying a language in order to successfully master grammar, teachers might employ a variety of techniques and strategies in delivering material to help the students comprehend the material. Brindley (1994)stated that there are aspects in grammar mastery, such as knowledge of terms, such as nouns, verbs, including those that related to parts of speech, an ability to write clearly and effectively using proper standard English grammar, understanding of sentence structure, word formation, different grammatical structures and understanding of how grammar decisions make an impact on readers and listeners.

Baamboozle as Game-based Learning Media

The way the material modiefied and delivered might make it challenging for the students to comprehend the learning content, especially when learning is monotonous and boring. Widoretno *et al* 2021) claimed that the educational material currently in use is extremely boring, which causes students to lose interest in what they are learning, with teachers continue using traditional teaching methods. In that case, interactive learning media such as game-based application is expected to help students comprehend the material by incorporating engaging game characteristics. This strategy offers several advantages such as developing the ability to focus on the content while playing games, strengthening the students' reasoning and decision-making skills, giving them the ability to quickly solve difficulties, functioning as attention-getting activities, and lowering students' stress levels related to learning. In addition, the students can also more relax so they can develop their enthusiasm in learning.

Game-based learning aims to provide lessons that are not monotonous and boring in learning by giving activities with game-based characteristics (Winaningsih & Syarif, 2022). Sa'diyah *et al* (2021)also concurred that creating learning media such as games

to present the material, is one way to create fun learning environments. In an effort to create more enjoyable learning, game-based learning has been developed, according to Winaningsih & Syarif (2022), one of the technologies for facilitating game-based learning media is Baamboozle.

Baamboozle is a game based tool to play with students in class as a bell ringer, check-in, or lesson review (Krisbiantoro, 2020). It is a digital learning tool that makes learning enjoyable (Andriyani *et al*, 2021) and it can also be used to conduct ice-breaking activities to set a nice atmosphere before beginning instructional activities (Nurdiansyah & Widodo, 2015). Through Bamboozles, teachers can find games on any topic or develop their own games for free. There are also various features on the Baamboozle website to conduct educational activities for free. Uti & Said(2021) said that Baamboozle media can help students develop a spirit of competition and group work. Rezaei (2018) states the benefits of group work for students include inspiration, peer training, the opportunity to consider other points of view on a subject, and a boost in creativity. Using collaborative learning techniques has been found to increase students' satisfaction with their learning and classroom experience. Baamboozle also has power-ups that include extra gift points and point reduction traps that can make the game more thrilling and fun. It also has a potential to develop students' efficacy to organize and carry out activities to achieve the desired goals (Basith *et al*, 2020) that help them complete tasks successfully and have an influence on student learning goals and achievement.

METHODOLOGY

In this study, classroom action research (CAR) from Kemmis and McTaggart (1988 as cited in Burns (2010) was used to look at how game-based learning Baamboozle develop students' grammar mastery. There were four steps of planning, action, observation, and reflection, implemented in two cicyles: Cycle I and Cycle II. The research participants of this research were 21 students in a vocational high school in West Java. The data instruments to measure, observe, or record quantitative and qualitative data (Creswell, 2012) were classroom observations, tests and questionnaires. In analyzing the data, a model of data analysis from Miles & Huberman, (2014) was implemented including data gathering, data reduction, data display, and conclusion drawing or verification.

FINDINGS AND DISCUSSION

Data results of students' grammar tests which consisted of three grammar tests: the first was conducted before the cycle took place, the second test was conducted at the

end of Cycle I and the third was at the end of Cycle II. The three tests are multiple choice grammar tests consisting of 20 questions for each test. The result of the test can be seen in the following table:

The Results of The Grammar Tests

Diagnostic Test	Test Cycle I	Test Cycle II
45,7	72,8	91,9

The result of the average value shows that students could develop their grammar comprehension with an average score of the diagnostic test was 45.7, and in the end of cycle 1 the average value of students' score was 72.8 and the test in the end of cycle 2, the average was 91.9. By looking at the development of the scores, it can be seen that students have developed their grammar mastery. The data also indicates that utilizing game-based learning Baamboozle developed the students' grammar mastery.

From the data classroom observation, there were five indicators used to observe students in each cycle. The observation sheet was used to observe the development of students' grammar mastery during the research in each cycle. The development of students' mastery of grammar was observed and it shows an increase in students' focus on learning English grammar, which resulted in students' ability to understand sentences correctly, sufficient student knowledge about the material, and an improvement of students' understanding after using the media (Brindley, 1994, Widoretno's *et al*, 2021).

Before the cycles, students comprehended grammar material partially. Since English is not the main language that Indonesian students use to communicate, they had difficulty in understanding the structure of English grammar and building proper sentences based on grammar rules (Dewi *et al*, 2020). Besides, many students thought that grammar was boring to learn and difficult to understand (Pujiasih, 2019). Therefore, in cycle 1, the students started to learn English grammar tense with a game-based learning method using Baamboozle learning media. As the first stage, the students played Fill in the blank game with the aim of reviewing the material that had been delivered with the help of Baamboozle. In this case, Baamboozle is a good game to play with students in class as a lesson opener, check-in, or lesson review (Krisbiantoro, 2020) and the Fill-in-the-blank game is advantageous for grammar practice using technological aids that can result in higher learning gains (Schuetze, 2018). In the next activity of Bamboozle based learning, the students did the "Battle of Wits" game activity. In this game, the students competed in groups to be the winner by giving the correct answer. According to Rezaei

(2018), group projects are beneficial for students and teachers such as peer training, the opportunity to consider other points of view on a subject, and increased creativity. In the learning process, group projects were given to students for more difficult and authentic tasks. The observation shows that collaborative learning through group competition have been shown to increase student involvement with learning and the classroom experience. In Cycle I, students showed some development in grammar comprehension skills after using Baamboozle learning media. In addition, the students seemed to become more focused, although there were some students who experienced difficulties.

In Cycle II, some strategies were taken to overcome the problems reflected in Cycle I. Several activities were packaged in the bamboozle based games including brainstorming activities combined with a game of composing sentences based on pictures or "scramble". This brainstorming activities were intended to generate creative concepts (Kumbhar, (2018) create a safe environment without worrying about being criticized and developing more ideas. It was also conducted to prevent students from becoming bored or feeling afraid and set a pleasant atmosphere before starting learning activities (Nurdiansyah & Widodo (2015). Bamboozle based brainstorming was also functioned as ice breaking activities (Andriyani *et al*, 2021). Meanwhile, the activity of sentence construction refered to activity to organize and compose sentences with subjects, verbs, and complements that can be understood by others (Budiati & Indut, 2019). In cycle 2, the The scramble technique was used in encouraging the students to contruct correct sentences by focusing on the sentences and thinking quickly to estimate answers to questions that are already known to provide answers to some questions that are still random (Huda, 2013). This technique was also used to encourage students to use creativity in order to get the correct response to a statement or pair of a concept by randomizing the letters so as to produce the desired response or pair (Komalasari, 2013).

From Cycle II it can be seen that all students showed an improvement in grammar comprehension after using Baamboozle game-based learning strategy. The observation shows that the students became more focused, had more sufficient knowledge of grammar material and all students show the results of increased involvement and comprehension after using the media. The students also show that they were able to comprehend some terms, such as nouns, verbs, adjectives, adverbs and identified them in the sencences. They also had the ability to write sentences correctly using simple present tense grammar which Brindley (1994) put as aspects of grammar mastery.

Besides that, the result of the questionnaire shows that the students gave positive responses regarding the development of their grammar mastery by using Baamboozle game-based learning. The students admitted that the game-based learning method with the help of Baamboozle media is very suitable and very helpful in developing their understanding of grammar materials. The questionnaire results also showed that the game-based learning method can develop their focus and understanding of the grammar material as students reported that they experienced improvements in terms of focus, reasoning, decision-making ability, escape, attention-getting activities, and decreased stress levels. The students found the game-based learning method fun, challenging, enthusiastic, and engaging, which was supported by the game features and activities that had a spirit of competition.

The Students' Responses toward the Use of Game-Based Learning Baamboozle in Developing Their Grammar Mastery

By using five indicators to observe students' responses during the grammar learning process by using game-based learning methods, the students showed their enthusiasm for learning and responded well to activities carried out in class which was in line with the results in Akbar's (2022) study. In addition, students had courage in answering questions and showed an active participation during learning process (Widoretno *et al*, 2021).

In Cycle I all students gave a good response to learning by using game-based learning shown by their enthusiasm during the teaching and learning process. Since enthusiasm plays an important role in learning, especially in learning English, it is hoper their enthusiasm for learning significantly impacts students' academic achievement in English, as this affects their willingness to learn and is essential for positive factors affecting English learning outcomes (Akbar, 2022). At that point, the students not only gave a positive response to the game-based learning method but also gave an encouraging response to all the activities carried out in the learning process shown by their active participation in answering questions. However, there were some students who looked unsure about answering questions on grammar material which might be due to their insufficient knowledge of the material.

In Cycle II, all students responded very well to the use of game-based learning and enjoyed all the activities carried out in the learning process which is very important as an aspect of learning passtion that ease them to achieve the learning goals .(Al-Shara, 2015) It is also in line with the study from Andriyani *et al*, (2021) showing that

Baamboozle as a digital learning tool that makes learning enjoyable. The observation also reveals that all students actively answered questions and they did not hesitate in answering questions about grammar material, which might be due to their more sufficient knowledge of grammar. The use of Bamboozle in learning grammar has shown, to some extent, a favorable impact on how committed students are to their studies (Rashty, 2013).

Besides, the result of the questionnaire about students' responses to the use of game-based learning Baamboozle in developing students' grammar mastery reveals that the use of game-based learning with the help of Baambozle greatly impacted their positive behavior during the learning process, they became more courageous and confident, which means the Bamboozle based grammar activities have encouraged the students to give more active participation during the learning process. They also agreed that Baambozle is very suitable as a game-based learning to develop grammar mastery and Baamboozle Media can foster positive competition in students through power-up features and traps that encourage the students' enthusiasm to learn grammar.

CONCLUSIONS

This study looks at the use of Baamboozle as a learning media to develop the students' grammar comprehension. The grammar tests conducted before the cycles, at the end of cycle I and cycle II, show an increase in students' mastery of grammar with an average score of 45.7, 72.8, and 91.9. The highest score average is seen in cycle II, indicating that Baamboozle game-based learning can develop students' grammar mastery. The students also responded well to the use of Baamboozle in grammar learning, they had a good perception of the activities based on the concept of game-based teaching with the help of Baamboozle and they participated actively, even most of them became more involved in answering questions due to the competitiveness of Baamboozle game. Therefore, the students recognized that the game-based learning activities conducted in this study were very suitable for developing their grammar mastery. In addition to developing mastery, Baamboozle is also interesting and not boring to implement in the classroom. The use of Bamboozle as a media can fulfill various needs of students in developing their grammar ability, starting from comprehending and identifying specific terms, such as nouns, verbs, adjectives, adverbs and other terms. The students also developed their ability to write clearly and effectively using the correct grammar. In addition, the use of Baamboozle as a game-based learning media is shown to improve students' focus in the learning process.

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