

THE EFFECTIVENESS OF BAAMBOOZLE GAMES IN IMPROVING STUDENTS' ENGAGEMENT IN LEARNING ENGLISH

Muhajirin

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
muhajirinysf@gmail.com*

Sulastri

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
sulastri.sulastri@umi.ac.id*

Rizkariani Sulaiman

*Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
rizka.sulaiman@umi.ac.id*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan permainan baamboozle dalam meningkatkan keterlibatan siswa dalam belajar bahasa Inggris kelas VIII A SMPN 23 Makassar. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus dan setiap siklus dilaksanakan dua kali pertemuan termaksud quesioner pada akhir pertemuan. Prosedur penelitian meliputi, perencouldaan, melaksanakan tindakan, observasi dan refleksi. Sampel penelitian yaitu 37 siswa. Pengumpulan data dalam penelitian ini adalah lembar observasi, dan quesioner, menganalisis data menggunakan tehknik analisis data descriptive qualitative. Hasil penelitian pada tahap siklus 1 di pertemuan pertama terdapat 25 siswa dan terdapat 5 siswa berada pada kategori sedang dengan presentase 14%, sedangkan pada pertemuan kedua terdapat 29 siswa dan terdapat 7 siswa dengan presentase 19% berada pada kategori tinggi, belum memenuhi keterlibatan siswa. Sedangkan pada siklus 2 di pertemuan pertama terdapat 37 siswa dan terdapat 5 siswa berada pada kategori sangat tinggi dengan presentase 14%, sedangkan pada pertemuan kedua terdapat 37 siswa dan terdapat 20 siswa dengan presentase 54% berada pada kategori sangat tinggi, telah memenuhi keterlibatan siswa. Hal ini ditandai dengan meningkatnya presentase keterlibatan siswa berdasarkan hasil analisis lembar observasi pada siklus 1 dan siklus 2 mengalami peningkatan. Pada siklus 1 sebesar 19% (tinggi) dan siklus 2 menjadi 54% (sangat tinggi). Sedangkan, hasil angket menunjukkan bahwa siswa menikmati pembelajaran bahasa inggris menggunakan permainan baamboozle walaupun masih memiliki kendala seperti kurangnya pemahaman dalam menggunakan google meet sebagai media pembelajaran permainan baamboozle. Jadi, The Effectiveness Of Baamboozle Games In Improving Students' Engagement In Learning English At SMPN 23 Makassar dapat disimpulkan bahwa mengalami peningkatan dalam keterlibatan siswa.

Kata Kunci: *Permainan Baamboozle, Keterlibatan Siswa, Belajar bahasa Inggris*

Abstract

The objective of the research was to find out the effectiveness of baamboozle games in improving students' engagement in learning English class VIII A SMPN 23 Makassar. The type of research used in this research was classroom action research (CAR) which consists of two cycles and each cycle was carried out two meetings. Research procedures include, planning, action, observation and reflection. The subject of this research were 37 students. The instrument of this research were observation sheet, and questionnaire by used descriptive qualitative. The results of the research in the first circle of the first meeting there were 25 students and there were 5 students in the moderate category with the percentage of 14%, while in the second meeting there were 29 students and there were 7 students with the percentage of 19% in the high category, and did not fulfill students' engagement. While in the second cycle in the first meeting there were 37 students and there were 5 students in the very high category with the percentage of 14%, while in the second meeting there were 37 students and there were 20 students with the percentage of 54% in the very high category, had fulfilled students' engagement. This was characterized by an improvement in the percentage of students' engagement based on the results of the analysis of observation sheets in the first cycle and the second cycle had an improvement. In the first cycle by 19% (high) and the second cycle to 54% (very high). Meanwhile, the results of questionnaire showed that students enjoyed learning English by the baamboozle games although they still had obstacle such as lack of understanding in used google meet as a learning media for baamboozle games. So, The Effectiveness of Baamboozle Games In Improving Students' Engagement In Learning English At SMPN 23 Makassar could be concluded that there had been an improvement toward students' engagement.

Keywords: Baamboozle Games, Students' Engagement, Learning English

INTRODUCTION

Online learning becomes the main choice of almost school in Indonesia for the implementation of teaching learning process during the pandemic era (Syamsu, A., Yunus, M., Sulaiman, R., 2019). The transition of teaching learning from out network to in network invites the education practitioners and students to adapt all previous custom to fulfill the needs to teach and to learn. As the new massive trend, online learning becomes top issue to search and gradually influences all the micro and macro sides of education. "New normal" that evokes much in online learning tools has some advantages such as efficiency that teachers may use online resources as source of learning, accessibility of time and place so teachers and students has more changes to teach and learn everywhere and every time, accessing recorded, archived and shared references, affordability that means online learning reduced cost of transportation, meal, real estate, etc., suits a variety of learning styles means that the online learning system, with its range of options and resources, could be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each students (Hudriati, A., Rusdiah., Sulastri, 2021).

Facts among the public actually show that this online distribution system creates several difficulties and problems. According to Sulaiman, R., Muhajir, (2019) found a phenomenon that EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. The problem is not only in the lack of learning equipment or facilities, but also in the Absence of the internet quota. Providing internet quota requires a high

cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have adequate budget to provide the internet network. And also the learning media used by the teachers is dominantly monotonous and makes the students feel bored.

By all the positive and negative impact of online learning, teaching learning process has to runs as well and teachers has to rise students' motivation. Motivation is an important element leading to students success in most learning designs, including *gamification*. Thus, a more effective learning process could be produced if *gamification* designs that consider the element of motivation are added to learning spaces. According to Sulaiman, R. (2021) and Syamsu, A. (2021) stated that, there are three categories of intrinsically motivating instructions, that make things fun to learn: Challenge (goals with uncertain outcomes), Fantasy (captivate through intrinsic or extrinsic fantasy), and Curiosity (sensor curiosity through graphics and audio, and cognitive curiosity). Games could be applied as supporting tools measuring participants' achievements, progress in learning. One of online game that is could be applied in teaching learning is *Baamboozle*. Baamboozle is a free, grid-style online learning platform that allows for gamification in the classroom. It is perfect for teachers who understand the importance of keeping learning fun and exciting for students of all ages and is best suited for those who are always interested in taking their instruction to another level (Muhajir, Sulaiman, R., Ismail, U. 2018). Based on the explanation above, the researcher is interested in conducting a research under the title "The Effectiveness of Baamboozle Games In Improving Students' Engagement In Learning English".

METHOD

This research used Classroom Action Research. Research procedures include, planning, action, observation and reflection. The subject of this research was students at the Eighth A grade at SMPN 23 Makassar that consists of 37 students. The research location was Jl. Paccinang Raya No.35, Tello Baru, Kec. Panakkukang which about 3.4KM from Universitas Muslim Indonesia. The instrument of this research were observation sheet and questionnaire. The data were collected by observation, data collection was carried out by observing directly and recording the entire learning process and questionnaire was lists of question that prepared by researcher for participant to got response. The items were answered by students to get information whether they were interested in playing baamboozle games or not. The questionnaires consists of 10 items. The questionnaires was used likert scale. They were strongly agree, agree, undecided (doubtful), disagree and strongly disagree were the option for the statements. The treatment was conducted for four meetings with the same duration of time for four weeks. Each meeting took time 1 x 60 minutes.

FINDINGS

Observation were made on the implementation of learning by applied baamboozle games that used lesson plan and students observation sheets that have been made by researcher with the aimed of knowing how much active learning was with the baamboozle games. The results of observation on students' activities during the learning process in the table at follows:

Table 4.1. The Result of the Observation Sheet on the First Cycle

No	Score Range	Frequency	Percentage	Category	No	Score Range	Frequency	Percentage	Category
1	85-100	-	-	Very High	1	85-100	-	-	Very High
2	75-84	-	-	High	2	75-84	7	19%	High
3	61-74	5	14%	Medium	3	61-74	-	-	Medium
4	≤ 60	32	86%	Low	4	≤ 60	30	81%	Low
Sum		37	100%	-	Sum		37	100%	-

Based on the result of the observation above that the first meeting and the second meeting, it could be concluded that at the first meeting the students' activity was still very low, there were 5 students got a score range of 61-74 or 14% with a medium category, while 32 students with a score range of ≤ 60 or 86% with a low category. In the second meeting, students' activity were significantly improved, namely there were 7 students or 19% got a score range of 75-84 with a high category, while 30 students or 81% with a score range of ≤ 60 with a low category. Based on the observation made by the researcher, the application of a baamboozle games in the learning process could be carried out, although it was not perfect the level of implementation. This could be seen from students who still had difficulty in using the google meet feature; there were still students who have difficulty in internet quotas and poor network and lack of students' engagement during the learning process.

Table 4.2 The Result of the Observation Sheet Second Cycle

No	Score Range	Frequency	Percentage	Category	No	Score Range	Frequency	Percentage	Category
1	85-100	5	14 %	Very High	1	85-100	20	54 %	Very High
2	75-84	14	38 %	High	2	75-84	8	22 %	High
3	61-74	9	24 %	Medium	3	61-74	6	16 %	Medium
4	≤ 60	9	24 %	Low	4	≤ 60	3	8 %	Low
Sum		37	100%	-	Sum		37	100%	-

Based on the result of the observation above the first meeting and the second meeting, it could be concluded that at the first meeting the students' activity was relatively high, there were 5 students got a score range of 85-100 or 14% with a very high category, 14 students with a score range of 75-84 or 38% with a high category, 9 students with a score range of 61-74 or 24% with a medium category, while students with a score range of ≤ 60 as many as 9 students or 24% with low categories. At the second meeting, students' activity were significantly improved, namely there were 20 students or 54% got a score range of 85-100 with a very high category, 8 students or 22% got a score range of 75-84, 6 students or 16% got a score range of 61-74, while 3 students or 8% with a score range of ≤ 60 with a low category. Based on the observation made by the researcher, the activities of teacher and students during the learning process used

baamboozle games were going well. The liveliness and engagement of students in the learning process had improved compared to first cycle.

DISCUSSION

Based on the result of the research data that had been presented above, the application of baamboozle games for students in class VIII A at SMP Negeri 23 Makassar. In this learning model, it emphasizes the active participation of students or students' engagement in the learning process such as students paying attention, taking notes, repeat the explanation, rehearse new vocabulary, listening the material, asking questions, discussion, responding questions, defend their opinion, and enrich the vocabulary. This classroom action research was carried out in two cycles, namely first cycle and second cycle (Syarifuddin, S., & Hasyim, I., 2019; Hadijah., Basri, D, M., Halijah, S., 2018). The learning planning process in each cycle carried out couldnot be separated from cooperation; guidance and also direction from English subject guidance teachers at school in carried out learning used baamboozle games. In this case, the process of implementing actions used baamboozle games that was carried out virtually through google meet. Learning planning included things that could be done systematically, regularly according to the needs and objectives of the learning. The research actions observed during the learning process were the initial activity, the core activity, and the final activity. Furthermore, at the observation stage, researcher discussed the changes that occurred in students after applied baamboozle games. This observation was more focused on the results of the students' observation sheet. At the final stage each cycle included all the aspects that were the subject of the assessment analyzed and reflected based on the observations that have been obtained.

The observation stage, researcher conducted a discussion on the changes that occurred in students after applied the baamboozle game. These observations were more focused on the results of the students' observation sheet. In the final stage of each cycle all aspects that were the subject of assessment were analyzed and reflected based on the observations that have been obtained. The result of the observation were analyzed and then evaluated with the aim to see how the actions that have been took could improve students' engagement in learning English. The results obtained in the final stages of classroom action research could be used as a reference or improvement to perform actions in the next cycle. Based on the results of the reflection of students' engagement experienced a significant improve compared to the following cycle description of aspects of students engagement as follows: Based on the results of the reflection of students' engagement that there was significant improvement compared to the following cycle description the aspects of students engagement as follows: 1) Paying attention. 2) Taking notes. 3) Repeat the explanation. 4) Rehearse new vocabulary. 5) Listening the material. 6) Asking questions. 7) Discussion. 8) Responding questions. 9) Defend their opinion. 10) Enrich the vocabulary. Based on the results of improve students' engagement, in the second cycle, there were 28 students or 76% had fulfilled students' engagement target. Researcher could conclude that the application of baamboozle games was declared to be succesful based on the percentage of student learning.

CONCLUSION

Based on the results of research and discussion could be concluded that:

- a. Learning process with greeting card material using baamboozle game is carry out in a planned, systematic and directed manner in accordance with the learning process planning

arrangement (lesson plan). Learning is carry out in two cycles, there is cycle 1 and cycle 2, each cycle consists of two meetings. The learning process consists of three stage of action; there are initial activity (10 minutes), core activity (45 minutes), and closing activity (5 minutes).

- b. The application of baamboozle games in improving students' engagement of class VIII A SMA Negeri 23 Makassar proved to improve students' engagement in first cycle of first meeting, students' activity was still very low, there were 5 students got a score range of 61-74 or 14% with a medium category, while in the second meeting, students' activity improve activity, there were 7 students or 19% got score range 75-84 with high category. While students' engagement in the second cyle of first meeting, students' activity meeting was high, there were 14 students with a score range of 75-84 or 38% with high categories, meanwhile at the second meeting, the student' activity had improve, there were 20 students or 54% got a score range of 85-100 with a very high category.

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