

CHAPTER I

INTRODUCTION

This chapter explains why the research was conducted. It includes the background of the research, the statement of research question, the research aim, scope and limitation of the research, defining of key terms, formulation hypothesis.

A. Background of the Research

Mastering English grammar is one of the essential skills in learning a language. Of the various aspects of grammar, simple past tense is a basic component that English learners must master. However, traditional grammar teaching methods are often considered rigid, boring and difficult to understand, especially for students who are more interested in interactive activities. This poses a challenge to educators in their quest to make English learning more engaging and effective.

With the advancement of educational technology, various innovative methods are now present to overcome these challenges. One method that is gaining increasing attention is game-based learning. This approach allows students to learn grammar in a more fun and interactive way, which in turn can increase their motivation and understanding. Game-based learning not only encourages student engagement in the learning process, but also creates a dynamic learning atmosphere, where students can learn while playing, without feeling overwhelmed by the material being taught. The game-based learning platform used in this research is Bamboozle, a learning tool that has great potential in helping students understand simple past tense. Bamboozle offers various interactive features designed to make learning grammar more interesting and effective. However, the effectiveness of Bamboozle in teaching more complex grammar requires further research. Can it

really improve students' understanding significantly compared to traditional teaching methods? this question is the focus of this study.

This study aims to examine how effective the use of Bamboozle is in the context of pre-learning simple grammar in an intermediate level English classroom. With a structured approach, this research will evaluate how far this platform can affect students' understanding of simple past tense, and how the results compare to traditional approaches. It is hoped that the results of this study will provide deeper insights into the effectiveness of game-based learning in english education, as well as offer recommendations for the development of more interactive and engaging teaching methods in the future.

There is previous research that applies game-based methods.¹² researched the use of Baamboozle to improve students' mastery of English grammar in vocational high schools. This research is in line with research conducted by ³ examining the use of Baamboozle to support young students' english speaking skills in elementary schools. Both studies reported that students showed a positive response touse of Baamboozle, with increased engagement and enthusiasm. Research focus the first journal focused on grammar mastery at secondary school level, while the second journal focused on speaking skills at primary school level. The first journal involved 21 students, whilethe second journal involved 5 students, which affects the generalizability of the findings. The small sample size and limited duration of the

¹ Irma Halimatun Sakdiyah, Elis Homsini Maolida, and Vina Nurviyani, 'Utilizing Game-Based Learning Baamboozle in Developing Students' English Grammar Mastery', *JALL (Journal of Applied Linguistics and Literacy)*, 8.1 (2024), pp. 132–42.

²Irma Halimatun Sakdiyah, Elis Homsini Maolida, and Vina Nurviyani, 'Utilizing Game-Based Learning Baamboozle in Developing Students' English Grammar Mastery', *JALL (Journal of Applied Linguistics and Literacy)*, 8.1 (2024), pp. 132–42.

³ Meta Sukma Puspita and Nukmatus Syahria, 'The Utilization Of Baamboozle Game To Support Young Learners' Speaking Perfomance', in *International Conference on Language and Language Teaching*, 2023, pp. 198–207.

study reduce the ability to generalize the results. So more extensive research is needed.

Although previous research has shown significant benefits from using Baamboozle in improving grammar mastery and speaking skills, there is potential to deepen our understanding of the effectiveness of this tool. Each reveals positive results from using Baamboozle in different contexts. However, the two studies have not compared Baamboozle directly with traditional teaching methods or other learning tools. The results are expected to offer valuable insight into how game-based learning contributes to better language outcomes compared to traditional methods.

B. The Statement Of Research Question

The research question was phrased as follows : “Is there a significant difference in students’ grammar mean between the experimental group and the control group?”

C. The Research Aim

To determine whether there is a significant difference in students’ grammar mastery between those who are taught using Baamboozle and those who are taught using conventional methods among eight grade students at MTs Miftaahul Uluum Sutojayan Blitar.

D. Scope and Limitations Research

To prevent misunderstandings, this research aims to narrow the scope of the problem, so this study focuses on : The effectiveness of game-based learning in teaching simple past tense eight grade at MTs Miftaahul Uluum Sutojayan Blitar. It includes:

1. Use of the game-based learning method Baamboozle.

2. The research participants consisted of grade 8 students at MTs Miftaahul Uluum Sutojayan Blitar.

3. The variable observed would be English Language Acquisition (specifically the mastery of the simple past tense) This refers to how well the students have understood and can use the simple past tense after being taught using the Bamboozle platform.

E. The Defining Of Key Terms

In order to avoid misunderstanding key terms that being used in this current study, these are several definitions of key terms that need to be explained:

1. Game-based learning

Game-based learning is a learning method that integrates game elements into the learning process to increase student involvement and motivation. GBL uses various types of games, both digital and non-digital, to create interactive and fun learning experiences, aimed at achieving better learning outcomes.⁴

2. Baamboozle

Baamboozle is a web-based learning tool designed to make the learning experience more interactive and fun. This tool allows teachers to create interesting games in which students can actively participate, thereby reducing the boredom that often occurs in traditional learning.⁵

⁴ Xin Guan and others, 'Applying Game-Based Learning in Primary Education: A Systematic Review of Journal Publications from 2010 to 2020', *Interactive Learning Environments*, 32.2 (2024), pp. 534–56.

⁵ Nur Aeni, Sahril Nur, and Muhammad Yunus, 'Promoting EFL Students' Engagement by Using Bamboozle: Digital Game-Based Learning in Indonesian Higher Education', *Journal of English Education and Teaching (JEET)*, 8.3 (2024), pp. 508–27.

3. Second Language Acquisition

Second Language Acquisition is the process in which a person learns a second language after his first language. It involves the ways in which people absorb, remember, and use new language. In SLA, there are two types of learning Implicit Learning is learning unconsciously, usually through everyday experiences and interactions with native speakers. And explicit learning is conscious learning, usually through formal classroom instruction or through books.⁶

4. English Grammar

English grammar is the rules that govern the arrangement of words and phrases in sentences. This includes sentence structure, word usage, as well as ways of expressing the timing and aspects of an action. Aspects describe how an action occurs in time—whether completed, in progress, or repeated—and are important for effective communication and teaching in a language.⁷

F. Formulation Hypothesis

Null Hypothesis (H₀): There is no significant difference in students' grammar mean between the experimental group and the control group.

⁶ Latour Bruno and R.J. (Reviewer) Dickey, 'Second Language Acquisition. Rod Ellis. Oxford University Press, 1997. Pp.x + 147.', *Journal of Chemical Information and Modeling*, 53.9 (2011), pp. 25–26

<<https://books.google.es/books?hl=es&lr=&id=3KglibyrZ5sC&oi=fnd&pg=PR5&dq=second+language&ots=wEXscl4DtZ&sig=BxBg8Yym2S4HhLs0wvINrVqfdg>>.

⁷ Jabborova Aziza Jobirovna, 'The Category Of Aspect In English Grammar, Asia International University', 4.5 (2023), pp. 10

Alternative Hypothesis (H1): There is a significant difference in students' grammar mean between the experimental group and the control group.