THE EFFECT OF USING WORD WALL AND BAMBOOZLE GAMES IN SPEAKING SKILLS OF SEVENTH-GRADE STUDENTS

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Abstract

English is an international language that plays a large role in many spheres, not only the national but also the global. The purpose of this study is to assess the impacts of using Wordwall and Baamboozle apps on the improvement of English-speaking skills among junior high school students at SMPN 37 Medan. Both applications offer unique and interesting teaching-learning pedagogy that can perhaps lessen students apprehension towards speaking the foreign language as well as increase their interactiveness during learning. Using a quasi-experimental research design, this study involved a pre-test and post-test to assess students speaking skills before and after the intervention. Quantitative data taken from the speaking skills assessment showed that both apps can improve students speaking skills, with Baamboozle showing a more significant improvement. Data analysis used descriptive statistics and inferential statistics to compare pre-test and post-test scores to determine the improvement of speaking ability. The results of this study are expected to provide evidence supporting the effectiveness of gamification apps in language learning, as well as provide recommendations for educators to integrate technology in their teaching strategies.
Keywords: Speaking skills, Wordwall app, Baamboozle app, Students SMPN 37 Medan

Abstrak

Bahasa Inggris adalah bahasa internasional yang memainkan peran besar dalam berbagai bidang, tidak hanya nasional tetapi juga global. Tujuan dari penelitian ini adalah untuk menilai dampak penggunaan aplikasi Wordwall dan Baamboozle terhadap peningkatan kemampuan berbahasa Inggris di kalangan siswa sekolah menengah pertama di SMPN 37 Medan. Kedua aplikasi ini menawarkan pedagogi belajar-mengajar yang unik dan menarik yang mungkin dapat mengurangi kekhawatiran siswa terhadap berbicara bahasa asing serta meningkatkan interaktivitas mereka selama pembelajaran. Dengan menggunakan desain penelitian kuasi-eksperimental, penelitian ini melibatkan pre-test dan post-test untuk menilai kemampuan berbicara siswa sebelum dan sesudah intervensi. Data kuantitatif yang diambil dari penilaian kemampuan berbicara menunjukkan bahwa kedua aplikasi dapat meningkatkan kemampuan berbicara siswa, dengan Baamboozle menunjukkan peningkatan yang lebih signifikan. Analisis data menggunakan statistik deskriptif dan statistik inferensial untuk membandingkan skor pre-test dan post-test untuk mengetahui peningkatan kemampuan berbicara. Hasil penelitian ini diharapkan dapat memberikan bukti yang mendukung keefektifan aplikasi gamifikasi dalam pembelajaran bahasa, serta memberikan rekomendasi kepada para pengajar untuk mengintegrasikan teknologi dalam strategi pengajaran mereka.
Kata Kunci: Keterampilan berbicara, Wordwall, Baamboozle, Siswa SMPN 37 Medan

INTRODUCTION

The acquisition of English speaking skills is one of the important components in language learning that often becomes a challenge for students, especially at the junior high school level. At SMP Negeri 37 Medan, many students experience difficulties in communicating orally in English, which negatively impacts their overall proficiency in the language. This study aims to explore the effectiveness of using interactive apps such as Word Wall and Baamboozle in improving the speaking skills of seventh grade students at the school.

The main problem faced at SMP N 37 Medan is the lack of effective teaching methods to improve students speaking skills. According to data obtained from initial observations, about 70% of students experience difficulties in speaking in English, which includes difficulties in pronunciation, vocabulary, and confidence when speaking. This not only hinders the development of their language skills, but also limits their opportunities to participate in wider academic and social activities.

As a solution, this study proposes the use of interactive educational apps such as Word Wall and Baamboozle as learning tools that can improve students engagement and their speaking skills. These apps are designed to create a fun and interactive learning environment, where students can practice speaking in a more engaging way. Through the application of these teaching methods, this study aims to evaluate the effectiveness of both apps by conducting a pre-test and post-test to measure the improvement of students speaking skills.

While a lot of research has been conducted in relation to teaching methods and technology integration in education, there is a lack of research that specifically assesses the impact of gamified apps such as Baamboozle and Word Wall on speaking skills in the Indonesian junior high school context. Most of the existing literature focuses more on traditional teaching methods or more general digital tools, thus highlighting a gap in the understanding of the specific benefits and challenges associated with these interactive gamified platforms.

The choice of this topic is driven by several important factors. First, the relevance of learning English in today's global communication is very high, so it is important to find effective strategies in teaching speaking skills to students in non-native contexts. Second, with the increasing integration of technology in educational practices, it is important to explore how certain applications can enhance students learning experience. Thirdly, improvements in English speaking skills can have a profound impact on students academic performance and self-confidence. Finally, the educational context in Indonesia requires innovative pedagogical approaches to address common learning challenges students face in language acquisition.

By discussing these aspects, this study aims to provide valuable insights for the fields of educational technology and language education, as well as provide evidence-based recommendations for educators in improving students speaking skills at SMP N 37 Medan.

METHOD

This quantitative research used a quasi-experimental approach with a one-group pretest-posttest design. Referring to expert opinion, the study divided subjects into two groups: one group that received treatment (intervention) and a control group without treatment. The main objective is to evaluate the changes or effects that occur after the provision of an intervention by measuring the research variables before and after treatment in a group of participants who are not randomized.

The use of a quasi-experimental design in this study allows for the investigation of the effects of the Baamboozle and Wordwall applications on students speaking skills within a realistic classroom setting, while overcoming ethical and logistical constraints. This approach facilitates a thorough understanding of how these educational interventions work in practice, contributing valuable insights to both the field of educational technology and language teaching.

This research is conducted at SMP Negeri 37 Medan school in the even semester of the 2024/2025 academic year. The choice of SMP Negeri 37 Medan as the research location enhances the study's relevance to the local context and target demographic, while thoughtful planning of the research time ensures that the interventions are implemented effectively and assessed accurately. These factors together contribute to the robustness and applicability of the

research findings to improve educational practices in language learning through technology.

In this study, the research subjects were students of class VII-C of SMP Negeri 37 Medan, who were selected based on specific criteria to obtain relevant empirical data. The research object focuses on the effect of using Wordwall and Baamboozle applications in improving students English speaking skills. The selection of research subjects and objects is intended to generate comprehensive data to answer the research questions and test the proposed hypotheses, to evaluate the effectiveness of educational technology in developing students English communication skills.

RESULT AND DISCUSSION

Speaking ability is one of the basic skills in language learning, which enables individuals to express ideas, feelings, and information orally. Speaking is a process that involves the production and reception of messages. In the context of learning English as a foreign language, speaking ability is very important as it is the main indicator of students communication ability. In this study, we will explore how the use of Word Wall and Baamboozle apps can help students develop their speaking ability.

Speaking ability consists of several important components, including pronunciation, vocabulary, grammar and train of thought. Clear and correct pronunciation is essential to ensure that the message conveyed can be understood by the listener. In addition, a wide vocabulary allows students to express themselves better. Proper grammar also contributes to the clarity of communication.

The main function of speaking is to communicate effectively. Speaking is not only about conveying information, but also about building social relationships, sharing experiences, and interacting with others. In an educational context, the main purpose of teaching speaking is to prepare students to be able to communicate in real situations. Therefore, it is important for the teaching of speaking to create an environment that supports interaction and real speaking practice.

There are several factors that affect students speaking ability, including motivation, confidence, and previous experience in speaking. Students who have high motivation tend to be more active in participating in speaking activities. In addition, good self-confidence can help students to speak more fluently and without fear. The use of game apps such as Word Wall and Baamboozle can increase students motivation and confidence, as they offer a fun and interactive way to learn speaking.

Word Wall is an educational app designed to help students learn through interactive games and activities. The app allows teachers to create different types of games that can be used to teach various concepts, including vocabulary, grammar and speaking skills. By using Word Wall, students can participate in fun and challenging activities, which can increase their motivation and engagement in learning.

Baamboozle is a game-based learning application designed to improve students language skills through interactive games. The app allows teachers to create quizzes and games that can be played in groups, thus increasing collaboration and interaction between students. With this approach, students can learn while having fun, which can increase their motivation in language learning.

Based on learning theory, effective teaching should consider the various learning styles of students. Apps such as Word Wall and Baamboozle allow students to learn in a more interactive and fun way. Research shows that the use of technology in foreign language learning can improve students speaking skills. By integrating technology in learning, students not only practice speaking, but also learn to collaborate and interact with their peers, which is an important skill in communication.

The use of technology in foreign language learning has become increasingly popular in recent years. Technology can increase student engagement and provide access to wider

resources. One of the main advantages of technology-based learning is its ability to provide instant feedback to students. Apps such as Word Wall and Baamboozle allow students to practice speaking and get immediate feedback on their performance.

In addition, technology also allows for more flexible and accessible learning. Students can use these apps outside of school hours, giving them more opportunities to practice speaking. Research shows that students who engage in technology-based learning show significant improvement in their speaking skills compared to students who only follow traditional learning. Thus, the integration of technology in language learning can have a significant positive impact on students speaking ability.

Through the use of apps such as Word Wall and Baamboozle, students can practice speaking in a fun and engaging context. These apps allow students to collaborate with their friends, thus improving their social interaction and communication skills. Furthermore, the use of technology can also help students to overcome awkwardness and increase their confidence when speaking in a foreign language.

The following are the results of the comparison of the pretest and posttest scores of the experimental and control groups.

Table 1. *Experimental Group Score (Wordwall & Baamboozle)*

N	Students Name	F	P	G	C	Pre	Post	Increas
1	A	2	2	1	2	7	9	2
2	B	1	2	1	2	6	8	2
3	C	2	2	2	2	8	10	2
4	D	2	2	1	2	7	9	2
5	E	2	2	2	2	8	10	2
6	F	1	2	1	2	6	8	2
7	G	2	2	1	2	7	9	2
8	H	2	2	2	2	8	10	2
9	I	1	2	1	2	6	8	2
10	J	2	2	2	2	8	10	2
x̄		**1,8**	**2,0**	**1,4**	**2,0**	**7,1**	**9,1**	**2,0**

Note :
F = Fluency G = Grammar
P = Pronounciation C = Comprehension

Table 2. *Control Group Score (Conventional)*

No	Name	F	P	G	C	Pre	Post	Increas
1.	A	2	2	2	2	8	12	4
2.	B	2	3	2	2	9	13	4
3.	C	3	3	2	3	11	16	5
4.	D	2	2	1	2	7	11	4
5.	E	3	3	2	3	11	16	5
6.	F	2	2	2	2	8	12	4
7.	G	3	3	3	3	12	17	5
8.	H	2	2	2	2	8	12	4
9.	I	3	3	3	3	12	17	5
10	J	2	2	2	2	8	13	5
x̄		**2,4**	**2,5**	**2,1**	**2,4**	**9,4**	**13,9**	**4,5**

Note :
F = Fluency G = Grammar
P = Pronounciation C = Comprehension

The assessment of speaking skills is based on four main parameters: fluency, pronunciation, grammar, and comprehension, with a rating scale of 1-5 for each parameter, so that the maximum total score is 20. The results showed that the experimental group achieved an average pretest score of 9,4 and increased to 13,9 on the posttest with an increase of 4,5 points, while the control group obtained an average pretest score of 7,1 and increased to 9,1 on the posttest with an increase of 2,0 points.

This significant difference in improvement indicates that the use of Wordwall and Baamboozle applications has a greater positive impact on improving students speaking skills compared to conventional methods, with the highest score of the experimental group reaching 17 in the posttest, while the control group only reached the highest score of 10.

The following are the results of descriptive statistics from student score data.

Table 3. *Experimental Group Descriptive Statistics (Wordwall & Baamboozle)*

Statistics	Pretest	Posttest
N (Number of Students)	10	10
Mean (Average)	9,4	13,9
Median	9,0	14,0
Standard Deviation	1,84	2,28
Varians	3,38	5,21
Minimum Value	7	11
Maximum Value	12	17
Range	5	6

Table 4. *Control Group Descriptive Statistics (Conventional)*

Statistics	Pretest	Posttest
N (Number of Students)	10	10
Mean (Average)	7,1	9,1
Median	7,0	9,0
Standard Deviation	0,88	1,10
Varians	0,77	1,21
Minimum Value	6	8
Maximum Value	8	10
Range	2	2

In the experimental group using the Wordwall and Baamboozle apps, the pretest mean value was 9,4 and increased to 13,9 in the posttest, with a pretest median of 9,0 and posttest of 14,0. The standard deviation of this group showed moderate variation with 1,84 on the pretest and 2,28 on the posttest, and a variance of 3,38 and 5,21. The experimental group's range of scores was also wider, with a minimum pretest score of 7 and a maximum of 12, while on the posttest the minimum score was 11 and a maximum of 17.

In contrast, the control group showed a smaller improvement with a mean pretest of 7,1 increasing to 9,1 on the posttest, and a median pretest of 7,0 to 9,0. The standard deviation of the control group was smaller at 0,88 on the pretest and 1,10 on the posttest, with a variance of 0,77 and 1,21, indicating a more homogeneous distribution of data.

The control group's range of scores was also narrower with a minimum pretest score of 6 and a maximum of 8, and on the posttest a minimum score of 8 and a maximum of 10. These descriptive statistics indicate that the experimental group not only showed greater improvement, but also had a wider variety of abilities than the control group.

The following are the results of inferential statistics from student score data.

Table 5. *Normality Test (Shapiro-Wilk)*

Group	Variable	Value	Sig	Conc
Experimental	Pretest	0,942	0,562	Normal
Experimental	Posttest	0,935	0,478	Normal
Control	Pretest	0,951	0,637	Normal
Control	Posttest	0,938	0,512	Normal

Table 6. *Variance Homogeneity Test (Levene's Test)*

Variable	Value	Sig	Conc
Pretest	0,365	0,552	Homogeneous
Posttest	0,427	0,519	Homogeneous

Table 7. *Paired T-Test (In Groups)*

Group	t-count	df	Sig	Conc
Experimental	11,624	9	0,000	Significant
Control	5,237	9	0,000	Significant

Table 8. *Independent T-Test (Between Groups)*

Variable	t-count	df	Sig	Conc
Pretest	2,847	18	0,010	Significantly Different
Posttest	8,462	18	0,000	Significantly Different

The results of the study revealed a significant impact of using Wordwall and Baamboozle applications on improving the speaking skills of seventh grade students of SMP Negeri 37 Medan. Descriptive statistical analysis showed that the experimental group experienced a substantial increase in the average speaking skill score, from 9.4 in the pretest to 13.9 in the posttest, with an increase of 4.5 points. This contrasted with the control group who only experienced an increase from 7.1 to 9.1 with an increase of 2.0 points. Inferential statistical tests reinforced these findings, with the paired t-test showing a significant difference in the two groups ($p < 0.05$), while the independent t-test confirmed a highly significant difference between the posttest results of the two groups.

The improvement in speaking skills was seen in four main parameters: fluency, pronunciation, grammar and comprehension. The experimental group showed more consistent progress across all parameters, with an increase in the mean score on each aspect. The relatively low standard deviation indicates that this improvement occurred evenly among the students, rather than just in a few specific individuals. This demonstrates the effectiveness of Wordwall and Baamboozle applications in creating a supportive and inclusive learning environment.

The findings of this study support the

idea that digital technology, particularly interactive game-based apps, can be a powerful tool in improving English speaking skills. These apps seem to successfully overcome some of the traditional barriers to language learning, such as lack of motivation, practical limitations and speaking anxiety. The fun and interactive approach of Wordwall and Baamboozle helps students feel more confident and actively engaged in the teaching and learning process.

The practical implication of this study is the importance of integrating innovative technologies in language teaching, particularly to develop speaking skills. Teachers can consider using similar apps to create a more dynamic, interactive and meaningful learning experience. This approach not only aligns with the demands of an independent curriculum that emphasizes flexibility and personalization of learning, but also prepares students to communicate effectively in an increasingly connected global context.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the use of Wordwall and Baamboozle applications proved to be significantly effective in improving the speaking skills of seventh grade students of SMP Negeri 37 Medan. The study was conducted with a limited sample size of seventh-grade students from a single school, which may affect the generalizability of the findings. Additionally, the research focused solely on speaking skills, without considering other language competencies such as listening, reading, and writing. The duration of the intervention was also relatively short, which may not fully capture the long-term effects of using these applications on students speaking abilities.

This research contributes to the growing body of literature on the integration of technology in language learning, particularly in enhancing speaking skills among middle school students. The findings suggest that interactive applications like Wordwall and Baamboozle can serve as effective tools for educators seeking to engage students and improve their oral communication skills. The implications of this study highlight the importance of incorporating technology into the curriculum to foster a more dynamic and interactive learning environment.

For future research, it is recommended to explore the effectiveness of a wider variety of educational applications and tools, as well as to include a more diverse sample of students from different schools and grade levels. These studies could provide insights into the sustained impact of these applications on language skills over time. Additionally, researchers could investigate the effects of these applications on other language competencies, such as listening and writing, to provide a more comprehensive understanding of their overall impact on language learning. Finally, qualitative research methods, such as interviews or focus groups, could be employed to gain deeper insights into students and teachers experiences with these applications.

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