

CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical Description and Theoretical Framework will be the main topics discussed in this chapter. In this section, the researcher will examine the literature relative to the research. The concepts are vocabulary, Baamboozle application, learning vocabulary using Baamboozle application, and previous study.

2.1 Vocabulary

This part explains the definition of vocabulary, kinds of vocabulary, the importance of vocabulary, and technique in presenting vocabulary.

2.2.1 Definition of Vocabulary

The lexicon or vocabulary, as expounded by Soedjito in the seminal work of Rachmadan Muhammad Arief (2020), represents the linguistic wealth and distinctiveness inherent in a language. Vocabulary, as asserted by Nugroho (2017), constitutes an assemblage of English words endowed with meaningful significance when employed in communication. Vocabulary represents the arsenal of words that an individual wields to convey meaning and articulate their thoughts with precision and impact. Vallete, as articulated in the work by Marliansih (2016), indeed posits that vocabulary embodies not merely isolated words but a dynamic assemblage of words or word groups, each carrying distinct and purposeful meanings. From the definition above, it can be concluded that

vocabulary is a collection of words that have meaning and are used by each individual to communicate between one individual and another.

Language must keep vocabulary. The word richness of a language is called vocabulary. To make a sentence effective requires a good understanding of the vocabulary. According to Keraf (2004), the comprehension of vocabulary unfolds in dual perspectives: first, from the stance of the language user, where vocabulary represents the reservoir of words wielded by speakers or writers; second, from the viewpoint of language itself, wherein vocabulary encompasses the entire lexicon existing in a language, serving as a comprehensive linguistic component that encapsulates all information about the meaning and usage of words. Synthesizing these expert interpretations underscores the importance of vocabulary as a collective set of words facilitating interpersonal communication. While presenting nuanced definitions, the consensus among various experts converges on the fundamental significance of vocabulary as a linchpin for effective communication, reinforcing the notion that an expanded vocabulary facilitates seamless interaction among individuals.

2.2.2 Kinds of Vocabulary

From a comprehensive perspective on word knowledge, Hibert and Kamil, as discussed by Dewi et al. (2019), categorically define vocabulary into two essential forms: receptive and productive.

a. Receptive Vocabulary

Receptive vocabulary comprises a lexicon of words wherein individuals can ascribe meanings while actively participating in auditory or textual engagements.

These words typically fall outside the realm of everyday student familiarity and usage. Receptive vocabulary encompasses terms acknowledged and comprehended by students within specific contexts, albeit with potential challenges in their accurate production.

b. Productive Vocabulary

Productive vocabulary comes to the forefront when an individual conveys thoughts through speech or writing. In verbal or written expression, individuals naturally draw upon familiar words. According to Hiebert and Kamil, productive vocabulary encompasses words that individuals can readily employ when speaking or writing—words that are well-known, familiar, and frequently utilized. Hiebert and Kamil's nuanced exploration of receptive and productive vocabulary underscores the critical distinction between words students comprehend in context and those they can proficiently utilize in their expressive communication.

According to Baskarani (2016), students' acquisition of vocabulary manifests through two distinct avenues: direct and indirect learning. In direct learning, students engage in targeted exercises and activities designed to enhance their vocabulary, encompassing vocabulary-building exercises, memorizing word lists, and participating in vocabulary games. Conversely, indirect vocabulary learning involves learners directing their attention to alternative facets, notably through reading and listening activities. This dichotomy underscores the multifaceted strategies through which students organically assimilate and reinforce their linguistic knowledge.

This writing aims to show that many kinds of words need to be borrowed to use English effectively, so teachers should know which types of words are best suited to teach their students to help them learn.

2.2.3 The Importance of Vocabulary

The significance of vocabulary in language learning is vividly underscored by Paramitasari (2020), asserting that "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed." Expanding on this premise, Wilkins contends that rapid language proficiency enhancement is attainable through deliberate vocabulary acquisition. Within the current curriculum framework, vocabulary is paramount as students must "respond to meaning" and "express meaning." A lack of adequate vocabulary mastery renders students incapable of meeting the curriculum's demands. Hence, educators must dedicate meticulous attention to fostering students' vocabulary proficiency.

Vocabulary helps students create their language. In the discourse expounded by Ferreira (2007), Hubbard emphatically posited that a direct correlation exists: the greater the extent of vocabulary within a student's repertoire, the more precision and accuracy they command in articulating their intended meanings. From this perspective, students need to know many words to communicate well. It shows that dictionaries are crucial to understanding how well students communicate. Therefore, students must overcome their vocabulary shortcomings to communicate well. To help students become more skilled in communicating, language teachers should pay attention to techniques in student vocabulary acquisition.

2.2.4 Technique in Presenting Vocabulary

Vocabulary teaching should not interrupt the primary lesson. As Yilmaz Adnan (2010) states, one challenge in planning a keyword element for a course is to ensure that it does not burden other important aspects. In the seminal work of H. Douglas Brown (2000), key principles for communicative vocabulary instruction emerge and are accompanied by strategic recommendations:

2.1 Dedicate Explicit Class Time to Vocabulary Acquisition

Amidst the dynamic interactions of our bustling classrooms, it's easy to become entrenched in collaborative activities and intense communication, inadvertently neglecting the importance of vocabulary. Therefore, a compelling directive is to carve out dedicated segments explicitly focused on lexical enrichment.

2.2 Facilitate Vocabulary Learning within Context

Acknowledging that the most effective internalization of vocabulary transpires through contextual interaction, emphasis should be laid on guiding students to grasp words within the fabric of meaningful discourse.

2.3 Downplay Reliance on Bilingual Dictionaries

Encourage a diminished reliance on bilingual dictionaries, fostering a shift away from the inclination to overuse them. This redirection aims to promote a more immersive language learning experience.

2.4 Empower Students with Meaning-Determination Strategies

Inspire students to develop personalized strategies for deducing word meanings autonomously. Introduce a repertoire of "keys" to unlock effective "word attack" tactics, wherein heightened attention is accorded when students inquire about a specific word or encounter one that merits intentional consideration in their learning journey.

From the above explanation, vocabulary teaching should be done in planned learning, meaning students are given a specific time in class, not spontaneous questions. Moreover, it would be more beneficial for students to understand vocabulary better if they relied on bilingual dictionaries that show vocabulary in context.

2.2 Baamboozle Application

In this point explains the definition of Baamboozle, the features of Baamboozle, advantages of Baamboozle, and vocabulary using Baamboozle.

2.2.1 Definition of Baamboozle

Baamboozle is a dynamic online teaching platform transforming learning through engaging, interactive games. The Baamboozle provides a comprehensive exploration of words and their meanings, a powerful tool to enhance students' understanding (Nabila, 2023). Baamboozle has many games that students can play to help them complete assigned tasks and for teachers to create their tasks. With a free account, Baamboozle has many great games for homework, classroom use, and distance learning. Students can access it through their devices to play and

learn from almost anywhere. In the commentary by Luke Edward (2024), a resounding declaration resonates: the purpose of the Baamboozle game transcends mere time expenditure; rather, it stands as an immersive avenue for not only enjoyment but also as a unique opportunity for acquiring a foreign language in a leisurely yet enriching manner. This innovative language-learning platform, encapsulated in the captivating format of the Baamboozle game, seamlessly blends online functionality with a gamified approach, providing accessible interactivity that is enjoyable and conducive to the classroom environment. Teachers can use this platform to teach their students with various available games.

In the insights shared by Rahayu & Rukmana (2022), Baamboozle emerges as an exemplary educational gaming model, resembling an exam competition yet distinguished by its seamless online operation that obviates the necessity for student account creation. The paramount advantage of the Baamboozle website lies in its unfettered accessibility, requiring no account setup, thereby accommodating both online and offline learning environments. This platform ingeniously integrates learning with play, mitigating the risk of students' English language learning becoming mundane. The ultimate aspiration is that this gamified approach not only captivates students' interest but also enhances their proficiency in responding to questions encountered on the website.

As highlighted by Krisbiantoro (2020), Baamboozle is an educational game akin to a quiz, uniquely conducted online, with the added convenience of students not being obligated to register an account. The gameplay involves each group possessing a designated button. The Baamboozle website boasts dual merits: its

online and offline learning adaptability and user-friendly interface that facilitates seamless use without an account. According to Hall (2023), Baamboozle enables students to engage in simultaneous play and learning and serves as a potent antidote to the potential ennui associated with English language acquisition, actively contributing to enhancing their vocabulary or linguistic proficiency.

According to the definition provided, Baamboozle games involve pupils playing while extending their vocabulary during the learning process and deriving entertainment and enjoyment from the language they are learning.

2.2.2 The Features of Baamboozle

Baamboozle is an incredibly user-friendly platform, perfect for all age groups, fostering creativity and engagement (Hall, 2023). Teachers can leverage innovative strategies to inspire group collaboration and student presentations or encourage students to design their quizzes. With various game types across countless subjects, Baamboozle provides a dynamic learning experience. Its intuitive game creation tool also empowers teachers to rapidly create and customize games, making it an essential resource for enhancing education.

Baamboozle is a game website that can be utilized in the classroom and as remote learning assistance since it provides students with a new method to study while creating and participating in a more engaging way. Teachers can keep kids engaged for longer by modifying games, which they can change. The teacher's large bank of questions can be consulted, and questions are never asked in the same request. Teachers can cover various topics without boredom because each game is unique.

Baamboozle offers flexibility in classroom engagement. The optional timer can be turned off for students who might experience additional stress, ensuring an inclusive learning environment. Teachers can also allow students to pass on questions, relieving unnecessary pressure. With the capacity to include up to 24 questions per game, Baamboozle ensures comprehensive coverage of various topics within an optimal timeframe, making it an ideal tool for classroom learning.

2.2.3 Advantages of Baamboozle Game

Baamboozle is a dynamic web-based educational platform that offers a wide range of engaging, interactive games designed to make learning fun. Much like Wordwall, Baamboozle thrives on community-driven content, allowing users to access and enjoy various games and quizzes created by others. A key advantage of Baamboozle is its accessibility—students can dive into countless games without registering. They can instantly search for activities using keywords, making finding the perfect game to match their needs easy. Thanks to its customizable features, Baamboozle is an excellent tool for classroom use. Teachers can easily tailor games to meet the specific needs of their students, promoting a more personalized learning experience. Students can also collaborate and play in groups without needing accounts or access codes, fostering teamwork and inclusivity. With thousands of games available, the platform offers endless opportunities for educational exploration. Baamboozle is not just limited to the classroom—it is equally valuable for home use. Here are some of the key benefits:

- a. The questions do not appear in the same order because they are selected from the bank that the teacher makes. Thus, no two games are the same.
- b. The teacher can change the game to suit the needs of the student. For example, it can set a time limit, allowing students to stay focused on their current tasks. Don't hesitate to check this online timer. In addition, teachers can allow students to ask specific questions.
- c. Students can help build teamwork by bringing a team name. Then, by editing it, the team name can be added to the game you create.
- d. To participate in the game, students do not need to have an account or code.
- e. Make a game that's easy to use. Besides, students can play thousands of games made by other teachers.

Considering all of the above, this game has the advantage of helping to build a learning process that attracts students to learn English vocabulary and makes them aware of the importance of vocabulary. Finally, Baamboozle's game is useful to distinguish classes. Teachers can provide personalized instruction and learning by creating various questions based on students' abilities and needs. By customizing the game to meet each student's needs, teachers can help ensure that all students can thrive in their vocabulary development. (Nabila, 2023).

In conclusion, expanding the students' vocabulary will be very helpful in playing Baamboozle games. Students can enhance their critical thinking skills, master new words and maintain them, and connect various aspects of language learning through exciting customizable games.

2.2.4 Vocabulary Using Baamboozle

According to Nabila (2023b), teachers can make a game with the Baamboozle tool to learn vocabulary as follows:

- a. When you enter the game section, select "Play," "Study," "Slideshow," or "Edit" from the menu on the left.
- b. When playing, you have immediate access to game options such as Memory, Four in a Row, or any other type of game.
- c. You can determine right or wrong on the image tile spreader at each particular point.
- d. Slideshow does the same thing but only displays images and text for you to scroll.
- e. The edit feature allows you to change any quiz you want.

This game can be grouped so you can hold several meetings or divide the class into two. Baamboozle keeps scores so you can talk to students during the game without being disturbed by the results. Although you can use "Edit" to customize the game, you must register with your email address if you want to create your own game.

2.3 Descriptive Text

In this point explains the definition of descriptive text, generic structures of descriptive text, purpose of descriptive text, and language features of descriptive text.

2.3.1 Definition of Descriptive Text

Descriptive text vividly portrays a person, place, or object, aiming to reveal its essential qualities and characteristics (Sari et al., 2023). Its purpose is to bring to life a specific entity, offering a detailed and immersive account. In a broader sense, Hylan (2004) explains that descriptive text depicts imagined or factual events, making them tangible to the reader. It is deeply rooted in sensory experiences—how things look, sound, feel, or taste, with a particular focus on visual perception (Kane, 2000). The descriptive text paints a detailed picture, capturing the essence of a person or object, including its form, properties, and unique qualities.

2.3.2 Generic Structure of Descriptive Text

According to Sipayung et al. (2021), There are two generic structures of descriptive text:

a. Identification

The focus of this research is on identification as the core of descriptive text. Identification involves pinpointing the phenomenon to be described, serving as the crucial opening in descriptive writing. To create effective identification, the subject must be clearly defined, and the verb should use relational identification. Mastery of this concept is key to writing effective descriptive text.

b. Description

In descriptive text, the second structure is "description." The subject is the "carrier" or "token," and the process is "relational-attributive," showing a connection rather than an action. The final element is the "attribute," which adds

detail to the carrier. The text must focus on relational processes, avoiding general participants and using specific epithets to emphasize quality, written in the simple present tense.

2.3.3 Language Features of Descriptive Text

Kemendikbud (2013) stated that the language features of descriptive text are:

a. Using simple present tense.

Mastering the simple present tense is essential for students to excel in descriptive writing. Murphy (1994) states that the present simple tense expresses general truths and habitual actions. It helps convey consistent or universal occurrences, enabling students to create clearer and more compelling descriptive texts.

b. Using words related to persons, places, and famous historical buildings.

c. Using adjectives related to individuals, places, and renowned historical buildings.

d. Spell and write clearly and neatly.

e. Students should use appropriate phrases, stress, and intonation when presenting work.

f. Use word references.

In this study, students will develop their skills in using descriptive text, focusing on adjectives to describe a person. They will learn different types of adjectives and how to apply them to describe individuals' physical and non-physical characteristics so that they can produce more detailed and accurate descriptions.

2.3 Previous Studies

Table 2.1: Previous Studies

No	Researcher(s)	Title	Result	Comparison
1.	1. Irma Retno Rahayu 2. Diki Rukmana	The Effect of Game – Based Learning Modal Assisted By A Baamboozle On The Multiplication Operation Skills Of Elementary School”	There is an influence of the "Baamboozle" assisted Game-Based Learning learning model on students' multiplication arithmetic operation skills in the pre-test and post-test	In previous studies, students' understanding of Multiplication Calculation Operation Skills used the Baamboozle application. While my research uses the Baamboozle application to escalate vocabulary outcomes.
2.	1. Elis Tuti Winaningsih 2. Fajar Syarif 3. Pahrurroji	Baamboozle's Effectiveness in Increasing Learning Motivation in Islamic Studies	Enthusiastic feedback from students, teachers, and parents highlights that Baamboozle significantly boosts student engagement in learning. The platform transforms the classroom into an active, dynamic space, with clear indicators of students eagerly participating in every lesson and staying fully engaged throughout.	In previous research, students' learning motivation used the Baamboozle application. Meanwhile, my research uses the Baamboozle application to escalate vocabulary outcomes.
3.	1. Hoang Binh Minh 2. Nguyen Thi Thu Hien 3. Ngo Thi Bich Ngoc	Using Baamboozle To Improve Non-Major Students' Vocabulary Retention	1. Baamboozle's impact on enhancing students' vocabulary acquisition and accelerating their overall language learning journey, as evidenced by post-questionnaire results, is undeniable. 2. The interactive and dynamic experience of	In previous research, non-major students' vocabulary increased using the Baamboozle application. Meanwhile, my research uses the Baamboozle application to escalate vocabulary outcomes for seventh junior high school.

No	Researcher(s)	Title	Result	Comparison
			Baamboozle significantly boosted students' vocabulary skills, as evidenced by their remarkable improvement in post-test results.	
4.	1. Nur Aeni 2. Ryan Rayhana S 3. Asriati 4. Muhalim 5. Hasriani G 6. Tuti Wijayanti	Integration of Web-Based Games (Baamboozle) For Teachers And Students At Smp Kartika XX-2 Makassar	Integrating Baamboozle into lessons at SMP Kartika XX-2 Makassar can dramatically boost student engagement, foster dynamic and interactive learning, and significantly enhance students' grasp of complex subjects.	In previous studies, students' Web-Based Games used the Baamboozle application to increase student engagement. Meanwhile, my research uses the Baamboozle application to escalate vocabulary outcomes.
5.	Benny Krisbiantor	The Effectiveness of Gamification To Enhance Students' Mastery On Tenses Viewed From Students' Creativity	1. Gamification is significantly outperforms conventional teaching methods in enhancing mastery of tenses 2. Students with high creativity demonstrate superior mastery of tenses compared to those with lower creativity 3. There is a strong interaction effect between teaching methods and students' creativity, which profoundly impacts their mastery of tenses.	If in previous studies, students' understanding of tenses mastery used the Quizizz application. Meanwhile, my research uses the Baamboozle application to escalate vocabulary outcomes.

In the study titled "The Effect of Game-Based Learning Model Assisted by Baamboozle on The Multiplication Operation Skills of Elementary School Students," Irma Retno Rahayu and Diki Rukmana investigate the impact of integrating the Baamboozle application within a Game-Based Learning (GBL) framework to enhance elementary students' multiplication skills. The research reveals a significant influence of the Baamboozle-assisted GBL model on students' arithmetic operation skills, as evidenced by improved performance from pre-test to post-test assessments. This finding underscores the effectiveness of Baamboozle in educational settings. In previous studies, students' understanding of Multiplication Calculation Operation Skills used the Baamboozle application. In contrast, my research uses the Baamboozle application to escalate vocabulary outcomes.

In the study titled "Baamboozle's Effectiveness in Increasing Learning Motivation in Islamic Studies," researchers Elis Tuti Winaningsih, Fajar Syarif, and Pahrurroji examine the impact of the Baamboozle application on students' learning motivation in Islamic studies. The findings reveal that Baamboozle significantly boosts students' enthusiasm for learning, as evidenced by observations and feedback from students, teachers, and parents. The classroom environment becomes more active and interactive, with students actively engaging in each lesson. These results indicate that Baamboozle effectively enhances students' motivation to participate in learning activities. While previous research focused on using Baamboozle to increase students' learning motivation, this study contrasts by employing Baamboozle to improve vocabulary outcomes.

In the study titled "Using Baamboozle To Improve Non-Major Students' Vocabulary Retention," researchers Hoang Binh Minh, Nguyen Thi Thu Hien, and Ngo Thi Bich Ngoc explore the impact of Baamboozle on vocabulary acquisition and retention among non-major students. The results indicate that Baamboozle is highly effective in supporting students' vocabulary acquisition and overall language learning journey, as evidenced by post-questionnaire feedback. Additionally, the interactive and engaging nature of Baamboozle significantly enhanced students' vocabulary skills, as demonstrated by post-test results. While previous research focused on improving vocabulary retention among non-major students using Baamboozle, this study contrasts by applying Baamboozle to escalate vocabulary outcomes for seventh-grade junior high school students.

In the study titled "Integration of Web-Based Games (Baamboozle) for Teachers and Students at SMP Kartika XX-2 Makassar," researchers Nur Aeni, Ryan Rayhana S, Asriati, Muhalim, Hasriani G, and Tuti Wijayanti investigate the impact of integrating the Baamboozle application into the classroom. Their findings show that Baamboozle integration significantly enhances student engagement, facilitates active learning, and improves understanding of subject matter at SMP Kartika XX-2 Makassar. This study highlights Baamboozle's effectiveness in creating an interactive and participatory learning environment. While previous research has focused on using Baamboozle to boost student engagement through web-based games, this study contrasts by employing Baamboozle to escalate vocabulary outcomes.

In the study titled "The Effectiveness of Gamification to Enhance Students' Mastery of Tenses Viewed from Students' Creativity," researcher Benny

Krisbiantor examines the impact of gamification on students' mastery of tenses. The study reveals three key findings: gamification is more effective than conventional teaching methods for improving tenses mastery; students with high creativity exhibit better tenses mastery than those with low creativity; and there is an interaction effect between the teaching methods and students' creativity on their mastery of tenses. This research underscores the benefits of gamification in language learning, particularly for enhancing students' grasp of grammatical structures. While previous studies focused on using the Quizizz application to improve students' understanding of tenses, this study contrasts by employing the Baamboozle application to escalate vocabulary outcomes.

2.3 Conceptual Framework

English is taught as a foreign language, encompassing four essential skills: listening, speaking, reading, and writing. Crucial sub-skills, including pronunciation, grammar, and vocabulary, reinforce these core competencies. Of the three sub-skills mentioned, vocabulary is the most important sub-skill to master. Despite the importance of vocabulary, many students experience need help learning vocabulary. Regarding the students' difficulties in learning vocabulary, the same problem also happened to the students of class VII-5 in SMPN 4 Blitar, especially in learning the vocabulary of descriptive text.

They were very difficult in some parts, such as defining the words, finding antonyms and synonyms, and using vocabulary in context. One factor in students' difficulties in vocabulary sub-skills is the need for more interesting media. However, many techniques can be used to overcome this problem. The researcher

used a game-based learning technique in this study to overcome the problem. The game offers a fun and engaging platform and proves instrumental in reinforcing critical thinking skills, improving reading comprehension, and mastering vocabulary or grammar. By incorporating various elements of language learning into the game, students will more easily understand the relevance of their vocabulary acquisition in a broader context, thus building meaningful connections across different aspects of language learning.

Game-based learning techniques, which combine images, colors, text, and games, are effective in engaging students and enhancing their vocabulary learning. For this reason, researchers are exploring the use of these techniques in teaching vocabulary. The framework below illustrates the researcher's approach:

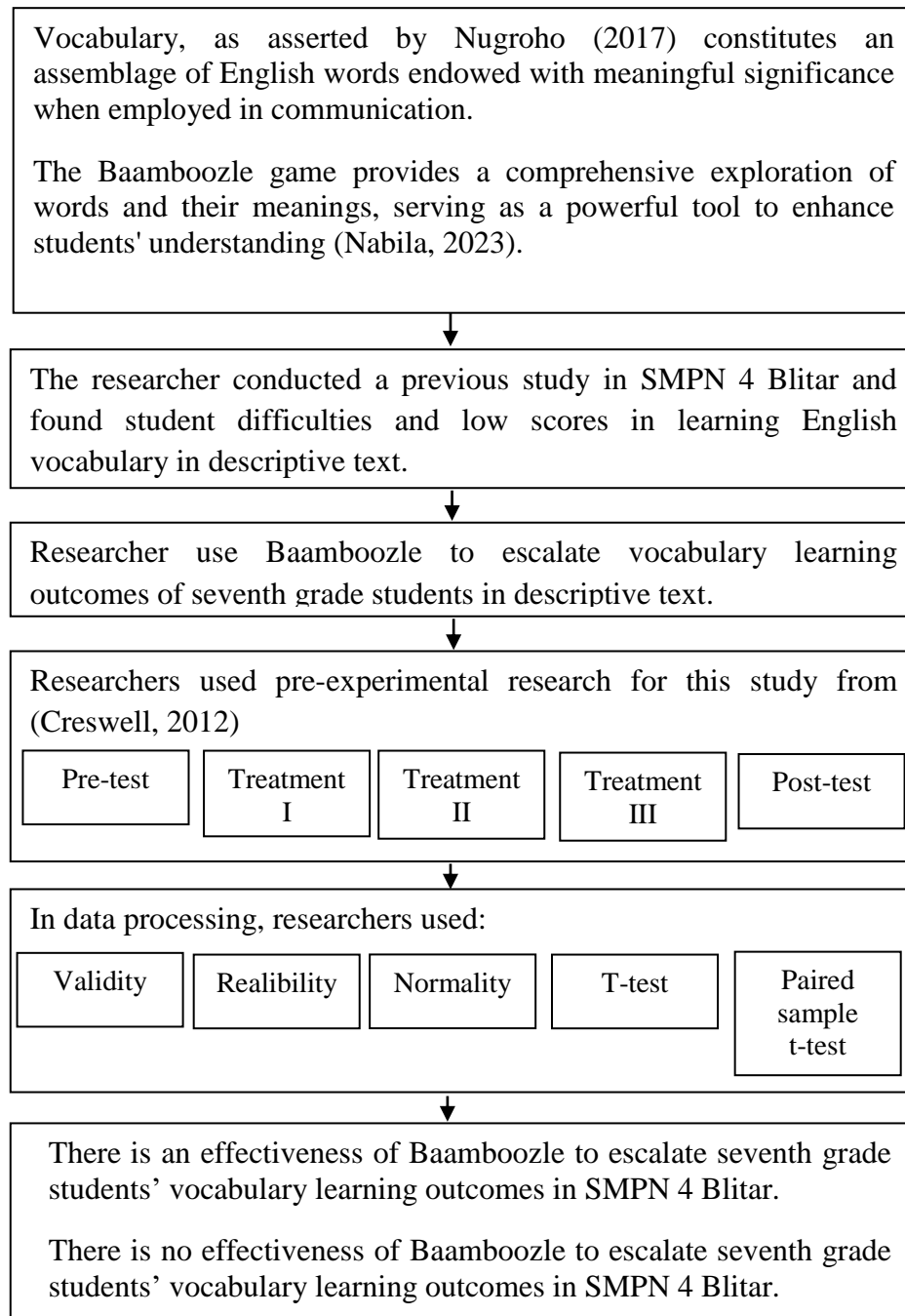


Figure 2.1 Conceptual Framework