

The Use of Bamboozle Website to Improve EYL Vocabulary Mastery

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Abstract

This study discusses using Bamboozle as a technology-based learning media to improve EYL vocabulary mastery. The Bamboozle website contains a variety of exciting games that can be utilized in learning. One of them is a quiz that displays images used by researchers in this study. This research uses quantitative methods with pre-experimental one-group pretest and posttest. The procedure of this design is giving a pretest, then giving treatment in the form of learning using Bamboozle, and then doing a posttest. This stage is used to see whether or not there is a change in the value that occurs before giving treatment (pretest) with the value after giving treatment (posttest). The research participants of this study were 5th-grade students consisting of 6 female students and six male students. The data processing results show a significant increase in pretest and posttest scores. The alternative hypothesis (H_a) is accepted because using the Bamboozle website can improve EYL vocabulary mastery.

Keywords: Bamboozle, EYL, vocabulary mastery

Introduction

Teaching English is implemented from an early age. Rich (2014) and Diyanti & Madya (2021) defined English language teaching for young learners (EYL) as a global phenomenon over the past twenty years. Johnstone in Diyanti & Madya (2021) explained that EYL is the most significant educational policy development in the world and has had a significant impact on educational practice. Diyanti & Madya (2021) defined EYL as teaching English to elementary school students in situations where it is either a second or foreign language. Before learning the four core skills of teaching English to young learners (EYL), which are speaking, listening, reading, and writing, children must master one essential component: vocabulary knowledge.

Vocabulary is the most crucial component of language competency as it establishes one's speaking, listening, reading, and writing ability (Richard, 2002). The broader the student's vocabulary mastery, the easier it is for them to express ideas in oral and written speech and understand what they hear and read. It has been argued by many that one of the critical components of learning English is vocabulary, which not only helps students comprehend what their teachers are saying but also serves as a basis for learning other language skills like speaking, listening, reading, and writing (Webb & Nation in Teng, 2023). McCarthy in Ghalebi et al. (2021) has noted that successful learners are individuals who establish strategies and routines for acquiring language.



According to Thornbury (2002), there are six aspects of vocabulary: word classes, word families, word formation, multi-word units, collocations, and homonyms. There are so many types of vocabulary, but in this research, the researchers only focus on nouns that are one part of word classes. In terms of the significance of vocabulary, pupils must acquire it as it is essential to learning the language. As a result, vocabulary comprehension should begin in elementary school, or what is known as English for Young Learners (EYL).

However, teaching Vocabulary in EYL has many difficulties experienced by both teachers and students in EFL countries. Students need help mastering new vocabulary they have not previously used in their daily lives. Likewise, teachers often have difficulty understanding students' needs in vocabulary learning. Teachers use the blackboard as a learning medium to write vocabulary according to the learning theme, hoping that students can remember and understand the new vocabulary. Without realizing it, using the blackboard to write vocabulary does not make it easier for students to master vocabulary; instead, it makes students feel bored. The results of this observation are supported by statements by Wijaksono & Siddik (2022) that students do not listen when the teacher explains the content in class.

Furthermore, the students remained mute when the teacher posed questions in

English. These problems can also reduce students' enthusiasm and motivation to learn because they feel they need to be more challenging, and the learning media presented cannot meet their needs. Students may also need more motivation to study English because they believe it is difficult. These vocabulary issues must be addressed, or the pupils need help to move to the following level or grade (Sadapotto et al., 2022).

Based on the above problems, researchers must find a solution to package learning related to vocabulary understanding to be more fun, interactive, easy to understand, and attract students' interest and motivation to learn English. Researchers use the Bamboozle Website to facilitate more exciting learning.

The use of the Bamboozle website in learning is supported by research conducted by Rahayu & Rukmana (2022), which uses the Bamboozle website to expand the learning opportunities available to students. The learning stimulus that exists in students when compared to traditional tactics such as lectures or questioning is the use of games. This website uses games in the form of images as a learning medium for vocabulary understanding. With this learning media, students will find remembering and understanding new vocabulary based on images easier. In addition, students can also be motivated and enthusiastic about learning because this website is game-based. In using



this media in learning, students will be divided into groups and take turns can answer the name of the vocabulary displayed in the web. Groups that answer correctly will get points. In the end, there will be one team with the highest score as the winner. With this activity, students will become very enthusiastic and competitive in answering each question in order to answer correctly and collect as many points as possible. Bamboozle can be used as a learning medium for vocabulary lessons. Bamboozle is effective as a learning media in the classroom. Bamboozle presents colorful images to attract students' attention to learning activities. The presence of exciting images makes students participate actively during the learning process. Harmer (2001) completely supports that one of the most appropriate uses of a picture is to share and check its meaning.

Using images in Bamboozle is included in alternative strategies for educators to introduce new vocabulary and maintain already understood vocabulary. Several related theories support the effectiveness of teaching vocabulary packaged through pictures as learning media. The use of pictures gives a physical representation of an abstract concept. This makes it easier to understand the vocabulary and get the information. According to Seal in Sumartini (2023), the strategy after educating with pictures is to transmit meaning, evaluate comprehension, and consolidate vocabulary.

According to Georgiou & Pavlou in Sumartini (2023), pictures help children develop criteria for their English knowledge and motivate them by providing a visual representation of their knowledge. Students can look at and comment on their pictures whenever they add an item.

Researchers found several similar previous studies. Nuridah et al. (2019) researched improving vocabulary mastery using selected games, such as Colour Me Colors, and this study used a pre-experimental design using vocabulary tests to collect data. This study found a substantial change in pretest and posttest results, indicating that most students were more engaged and enthusiastic in learning vocabulary through the game Colour Me Colours. The other research was conducted by Ida et al. (2019). This study used an action research design. Data was collected from observations, interviews, and tests. The study's findings revealed an improvement in students' vocabulary and writing and speaking skills. Their ability is good in writing and speaking; they can pronounce English words correctly, which makes students active and allows them to enjoy English class. Another research was also observed utilizing the Memrise application for vocabulary mastery. Warni et al. (2023) revealed the usefulness of applying memorization to grasp pupil vocabulary in fourth-grade of Alam Elementary School.



On the other hand, this research focused on elementary school students, specifically fifth-grade students. This research discusses the use of the Bamboozle website as a learning media to improve EYL vocabulary mastery. Therefore, the aim of this research was to ascertain whether Bamboozle affected students' learning of English vocabulary mastery.

Theoretical Review

English for young learners

Pinter in Ernawati et al. (2019) defines the concept of young learners as children just entering the elementary school level, which includes kindergarten. It is essential for young learners to start learning a foreign language early; the earlier the learning begins, the greater the potential for language proficiency. EYL is included in the English language learning program, which specializes in elementary school students from kindergarten to sixth grade. This is supported by Wright in Ernawati et al. (2019), who states that the specific age range for EYL is from five to 12 years old. According to Mariani (2023), EYL should regularly listen to the language used in talks regarding topics they can feel and see, something they have gone through or want to do, especially related to daily activities. Additionally, they have unconsciously acquired and applied the language by doing exciting and enjoyable activities.

Children can absorb knowledge from other people around them, such as adults,

who can play a significant part in their ongoing learning process through daily interactions. In EYL in the classroom, Guha et al. (2017) and Mariani (2023) stated that the teacher's skill is the most crucial factor to consider in teaching English to students. To guide students who are still at an early age, teachers must be able to pay extra attention to the learning process.

Vocabulary mastery

Richards (2002) pointed out that vocabulary is the primary component of language ability and provides a foundation for how well learners speak, listen, read, and write. According to Hornby (1995) and Nunan (1999), vocabulary is a list of all the terms used in the target language. In addition, Richards & Schmidt (2002) define vocabulary as a collection of lexemes that includes single words, compound words, and idioms. These experts' definitions emphasize the importance of vocabulary, the first element that English language learners must learn to understand English well, in addition to other English language components and skills. According to Thornbury (2002), vocabulary is the foundation of communication since without grammar, very little can be conveyed, but without vocabulary, nothing can be expressed. Dakhi (2019) also claims that nothing can be accomplished without vocabulary as a foundation for communication. Hornby (1995) defines mastery as having comprehensive knowledge or expertise.



Vocabulary mastering is more important to students than grammar for communication purposes, especially in the early stages or EYL when students are driven to acquire the fundamental words.

Types of vocabulary

The vocabulary can be separated into numerous parts. Harmer (1991) classified vocabulary as active and passive. Active Vocabulary is Vocabulary that learners have learned and have been taught to use it themselves. Passive vocabulary, on the other hand, refers to words that learners will recognize when they see but may not be able to produce. According to Hiebert et al. (2005), vocabulary has three types. There are three types of vocabulary: spoken, printed, and productive. Oral vocabulary is the set of words that we can only understand by saying or reading them. Print vocabulary includes words whose meaning is only known when written or read. Productive vocabulary is the collection of words a person can use when writing or speaking. They are words that people are familiar with and use frequently. According to Harmer (1991), recognizing the meaning, word use, word classes, word creation, and word grammar are all components of a strong vocabulary.

In this study, the researchers focus on passive vocabulary, which emphasizes students' understanding of the vocabulary found and provides a general description to help them understand its meaning. The aspect that researchers emphasize in this research is

understanding one type of word class, namely nouns and adjectives.

Learning media

Teachers need help dealing with their students, one of which is the limited ideas in creating learning media used to make it attractive for students (Mariani, 2023). It can be seen that there are still many students who admit to having difficulty learning English, especially when unfamiliar with vocabulary. Usually, the teacher becomes the center during the learning process, causing a lack of student activity during class (Puspitarini, 2019). Teachers can be assisted by learning media to serve as a learning tool in the classroom. According to Muhith et al. (2020) as cited in Syarifah (2022), the effectiveness of the media is proven to help teachers transmit an understanding of the material to students and make it fun. Various media model teachers apply can encourage students' enthusiasm for learning and still make them feel comfortable in class (Syarifah, 2022). Learning media is also something that can be implemented to send out messages so that it can boost the thoughts, feelings, and attention of learners; in addition, it can also encourage their learning process (Miarso in Puspitarini, 2019). According to Musfiqon (2012), as cited in Puspitarini (2019), learning media is a physical or non-physical tool that allows teachers to effectively and efficiently impart information to students.

Learning media can encourage learning motivation. This is expressed by



Sanaky (2009), as cited in Puspitarini (2019), which relates to the benefits of learning media, namely: student learning motivation can increase when the use of learning media is made interesting, students efficiently master learning objectives when learning media plays a role in conveying material, the learning process becomes varied because of the media learning, the delivery of material will be more effective and efficient, and students do not feel bored quickly. Besides listening to the material provided by the teacher, there are many learning activities, such as observing, doing, demonstrating, and so on. According to Nur & Afidah (2019), as cited in Syarifah (2022), the use of learning media can be grouped in large numbers, large groups, small groups, or individually. Appropriate learning media must be applied to support learning process's effectiveness.

Bamboozle website

In the 5.0 era, education must necessarily result in a more significant technological footprint Aprilisa (2020). Technology-based learning is one learning medium that may be used in education. According to Chickering & Ehrmann (1996), current technology-based learning involves using the Internet network in the learning process. The usage of technology-based learning is predicted to improve the effectiveness of learning. Bamboozle is a technology-based learning that may be used to promote interactive and engaging learning. Winaningsih & Syarif (2022) mentioned that

Bamboozle is a website that may be utilized as a learning tool on a smartphone or PC with internet access. Bamboozle is a games game concept similar to quiz competitions, except it operates online and does not require students to register an account. How to play this game: Ring the bell for each group (Krisbiantoro, 2020). Bamboozle is a website that can be used as a learning media for game-based learning or to help teachers make it easier to provide explanations and understandings related to learning materials.

Teachers can design game forms or use features in Bamboozle as needed. The first way to use Bamboozle is for teachers to register for free. Then, teachers can design games or enter explanations related to the material they want to convey as needed. In its use, the bamboozle display is usually shared on the screen in a classroom. The form that wants to be displayed according to the teacher's design can be in the form of a question and answer from a box in which there is a custom number or other object; it can also be a question and answer or quiz that can be played by two or more groups where the group that can answer correctly will get points. The teacher acts as an operator in conditioning the learning with bamboozled, so that learning runs effectively.

Advantages and disadvantages of Bamboozle website

Krisbiantoro (2020) mentioned several advantages of the Bamboozle website, including the ability to play from a single



device on a projector, smart board, or in an online lecture, the lack of the requirement for student accounts, and the ease of setup. Thus, students become focused on learning centered on engaging learning media and running on one device in front of the class. Other advantages besides being centered on one device are that bamboozles can also be used to play games in pairs using each student's device or in groups by showing them in front of the class. Both are very interesting and competitive so that they can spur students' enthusiasm and enthusiasm for learning.

As for the disadvantages, bamboozle websites must be done online with mobile data or Wi-Fi. The Bamboozle website also has many other features, but some are locked and must have a premium subscription to use them. However, with the existing features, teachers can still make the most of it according to their needs. Therefore, this study utilizes the Bamboozle website as a learning medium that can help improve vocabulary mastery in EYL students that is interactive and engaging.

Method

This study used a quantitative method. A pre-experimental design with one group of pretests and posttests is used in this study. Creswell (2018) stated that with pre-experimental designs, the researcher studies a single group and implements an intervention during the experiment. Data collection is

done through a pretest; then, the sample is given treatment. The second data, the Posttest, is taken after the sample gets treatment.

The research instrument is pretest and posttest questions in picture-cued written questions accompanied by pictures about vocabulary, especially nouns and adjectives. The test items on the pretest and posttest were created based on the learning outcomes of fifth grade of elementary school, which is included in phase c, and the English learning materials in that grade. Experts and practitioners also validated the test items before being tested on the sample in this study. The population of this study is all students from first grade to sixth grade in an elementary school. The sample of this study is fifth-grade students from an elementary school consisting of six female students and six male students as respondents taken purposively. This class was chosen because it has characteristics that are by this research.

Based on the teacher's information, this class still needs to improve their English vocabulary skills. Another reason is supported by the age of fifth-grade children who can read and write well, therefore, making it easier for them to learn about the use of web applications as learning media. The class is also facilitated by the availability of technological devices that allow students to access applications as learning media in the learning process. After the data was collected, it was continued by normality and

homogeneity test. Since the data are proven to be normally distributed and homogeneous, the T-test was continued by using SPSS 27.0.1.

Result

The test was prepared based on the need for the research and the indicators and effectiveness of teaching English at the previous level. The analysis showed the data obtained, including the pretest and posttest scores of as many as 12 participants from 5th-grade elementary school students.

Table 1. Pretest and posttest of 5th grade students

Name	Pretest	Post test
Student 1	10	36
Student 2	48	85
Student 3	81	100
Student 4	56	99
Student 5	85	98
Student 6	100	98
Student 7	59	86
Student 8	80	100
Student 9	63	100
Student 10	100	99
Student 11	38	60
Student 12	55	72

The table shows that the participants had changes in their scores between the pretest and posttest. The data of the pretest and posttest scores are shown below:

Table 2. Descriptive statistics of pretest and posttest of 5th grade students

	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	12	90	10	100	64.58	7.584	26.273
Posttest	12	64	36	100	86.08	5.895	20.420
Valid N	12						

The difference between the largest and smallest score range is 90 for the pretest and 64 for the posttest. In the pretest, the smallest score is 10 and the highest score is 100. In posttest, the smallest score was 36, and the highest score was 100. The average result of each pretest was 64.58, and the posttest obtained 86.08.

Next, normality test is needed to determine whether a particular data sample or variable is derived from the normally distributed population or, on the contrary. This will affect the next step of analysis.

There are two methods commonly used in normality tests, namely Kolmogorov-Smirnov, used to test normality in large samples (>100), and Shapiro-Wilk for small samples (<100). In the normality test, the alternative hypothesis (H_a) is the data obtained from a normally distributed population, while the null hypothesis (H_o) is the data obtained from a population that has an abnormal distribution. If the normality test results show a significant value (p-value <0.05), then the null hypothesis is not accepted, and the data is declared not



normally distributed. Conversely, suppose the normality test results do not show a significant value. In that case, the null hypothesis can be accepted, and the data can be considered to come from a normally distributed population. The table below shows the results of the normality test that researchers have carried out.

From the normality test results using the Shapiro-Wilk method, the p-value of the pretest score is .679, and the p-value of the posttest score is .002. So, H_a is rejected and H_o is accepted because one of the p values from the normality test results is less than 0.05. This is because the data from the pretest before treatment and the Posttest after treatment using the Bamboozle Website comes from a population that is not normally distribute.

A homogeneity test is a statistical procedure used to ensure that two or more groups of data tested come from populations with the same variation level. This study conducted the homogeneity test using the Levene test because the data were not normally distributed. To determine whether the data is homogeneous, the significance value (p) is used as a criterion. If the significance value (p) is more significant than 0.05, then the data is said to come from a population with the same variation level. Conversely, if the significance value (p) is less than 0.05, then the data is said to come from populations with different variation levels.

The homogeneity test results show that the significance value (p) based on the mean is 0.359, greater than 0.05. Thus, the data or samples used in this study come from populations with the same variance. In the tests that have been carried out, the normality test shows that the sample data or certain variables do not have a normal distribution. In contrast, the homogeneity test shows that the data or samples in this study come from the same population. Based on the results of these two tests, the non-parametric test, namely the Wilcoxon Signed Rank Test, was used in this study.

The Wilcoxon signed-rank test compares two data groups when the data does not meet the normal distribution. The decision rule for this test is that if the Asymptotic Sig value is smaller than 0.05, then the null hypothesis (H_a) is accepted. On the contrary, if the Asymptotic Sig value is higher than 0.05, the null hypothesis (H_a) is rejected, and the null hypothesis (H_o) is accepted.

The Wilcoxon sign rank test results shows that among the 12 samples examined, two examples that fell under the negative rating decreased scores from the initial test to the final test. The average rank of these samples was 1.50, and the sum rank was 3.00. In positive ranks, 10 out of 12 samples have increased scores from pretest to posttest, with a mean rank of 7.50 and a sum rank of 75.00. In the ties section, there were 0, which means that no students had the same



score on the pretest and posttest. The table above shows the result of the Wilcoxon test. In this study, Ho's use of the Bamboozle website does not improve EYL vocabulary mastery, and Ha's use of the Bamboozle website improves EYL vocabulary mastery. The results of the Wilcoxon test show that the Asymp. Sig is 0.005. So, it can be stated that Ha is accepted, where the use of the Bamboozle website provides an increase in EYL vocabulary mastery.

Learning media plays an essential contribution to the learning process. One is technology-based learning media, which can be applied for more effective learning. Purwasari & Purmaningsih (2022) stated that technology has a very influential role in students exploring information, getting various learning materials, and making it easy for students to communicate in the context of learning, especially in teaching EYL. Technology-based learning media plays a significant role in the learning progress because the information process between young learners (EYL) and adults differs. Kusumawardani & Nurhayati (2019) argued that children from an early age begin sorting out words that involve concrete things, such as when EYL is learning about vocabulary. They usually need objects that they can see or hold to make it easier to understand and master more quickly. This statement supports this research topic, which uses the Bamboozle website as a learning media to improve EYL vocabulary mastery.

This learning media presents images for them to see to make it easier to remember, understand, and master vocabulary.

Based on the research that has been conducted in the form of a pretest, giving treatment by conducting learning with Bamboozle as a learning media and conducting post-tests, the data in the form of pretest and post-test scores of 12 students have been processed and show that the use of Bamboozle website improves EYL vocabulary mastery. The research conducted by Krisbiantoro (2020) about gamification, one of the media used is Bamboozle, shows that gamification is more effective than conventional learning. This result is consistent with the outcome of this study because there is an improvement in the scores after the use of Bamboozle as a learning media designed to help learners improve their vocabulary. This study focuses on seeing if this media can effectively teach vocabulary. Another study on the effectiveness of using bamboozle in increasing student motivation was conducted by Winangsih & Syarif (2022). The interview results show that the 20 students interviewed revealed that the learning activities they underwent increased their enthusiasm because the activities were considered fun, not boring, allowed reflection on the material, were very fun, and made them feel happy. Based on the results of these studies, which show that Bamboozle can increase student learning motivation, it can be related



to the results of this study because the increase in grades after the use of Bamboozle is related to the level of student motivation, and the learning process is fun.

Although the average student score after using Bamboozle as a learning media has increased, two students experienced a decrease from the pretest score to the post-test score. After observing the data further, this occurred due to incorrect spelling in answering questions, which could be caused by lack of accuracy, lack of focus when working, or the students' physical and psychological condition.

Conclusion

This research highlights the challenges that students encounter in vocabulary acquisition in EYL, especially in the context of English, which is still considered a second language in Indonesia. This research shows the usefulness of vocabulary in language proficiency and the necessity for innovative and engaging techniques to improve vocabulary acquisition. This study applied to the Bamboozle website, a gamification platform combining images and interactive elements to simplify vocabulary learning.

This study proved a significant increase in vocabulary acquisition among grade 5 elementary school students who used the Bamboozle website, which refers to its effectiveness as a learning tool. This study's outcomes align with the condition of English education in Indonesia, where the application of technology and innovative methods can DOI: <http://dx.doi.org/10.48181/jelts.v8i1.27959>

significantly help improve students' understanding. The results reveal that integrating the Bamboozle website into teaching can be an effective strategy for vocabulary acquisition improvement, which significantly supports students' overall language fluency. This research can also be used as hints for discussing the role of technology in driving language learning outcomes and the opportunities for implementing similar platforms in other educational settings.

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