
The Effect Of Digital Bamboozle Game Toward Students' Vocabulary Mastery (A Quasi Experimental Research on Eight Grade Students' at SMP Negeri 14 Seluma Regency Academic Year 2024-2025)

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Abstrak

Peneliti menemukan beberapa permasalahan yang dihadapi guru dan siswa dalam proses pembelajaran Bahasa Inggris di kelas, salah satunya adalah penguasaan kosakata siswa yang masih terbatas. Salah satu upaya yang dilakukan untuk membantu siswa dalam menguasai kosakata adalah melalui metode yang menyenangkan, yaitu menggunakan permainan. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan menggunakan permainan digital Bamboozle terhadap penguasaan kosakata pada siswa kelas delapan SMP Negeri 14 Kabupaten Seluma. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-experimental. Populasi dalam penelitian ini adalah seluruh siswa kelas delapan SMP Negeri 14 Kabupaten Seluma tahun ajaran 2024–2025. Teknik pengambilan sampel yang digunakan adalah purposive sampling, dengan kelas VIII E sebagai kelas eksperimen dan kelas VIII D sebagai kelas kontrol. Data dikumpulkan melalui tes kosakata berbentuk pilihan ganda sebanyak 27 soal. Data yang diperoleh dianalisis dengan menggunakan rumus uji t dan uji f. Peneliti menemukan bahwa terdapat peningkatan pada post-test. Nilai rata-rata kelas eksperimen 66,13 pada pretest dan 86,53 pada posttest. Hasil uji T lebih tinggi dari t-tabel ($7.419 > 1672$) dan uji F lebih tinggi dari f table ($55.039 > 4.00$). Dengan demikian dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan digital bamboozle game terhadap penguasaan kosakata siswa pada siswa kelas delapan di SMP Negeri 14 Kabupaten Seluma tahun ajaran 2024-2025.

Kata kunci: Penguasaan Kosakata, Permainan Bamboozle Digital, Kuasi Eksperimen, SMP Negeri 14 Seluma.

Abstract

The study identified various problems encountered by teachers and students in the English learning process within the classroom, one of which being students' restricted vocabulary proficiency. One initiative to assist kids in memorizing vocabulary involves engaging methods, specifically the use of games. This study seeks to ascertain the substantial effect of the digital game Bamboozle on vocabulary acquisition among eighth-grade students at SMP Negeri 14 Seluma Regency. This research used quantitative method with quasi-experimental design. The population in this study were all eight grade students of SMP Negeri 14 Seluma Regency in the 2024-2025 school year. The sampling technique used was purposive sampling, with class VIII E as the experimental class and class VIII D as the control class. Data were collected through a multiple choice vocabulary test of 27 questions. The acquired data was analyzed using the t-test and f-test formulas. Researchers found that there was an increase in the post-test. The average value of the experimental class was 66.13 in the pretest and 86.53 in the posttest. The T-test result is higher than the t-table ($7.419 > 1672$) and the F-test is higher than the f table ($55.039 > 4.00$). Thus it can be concluded that there is a significant effect of using digital bamboozle game toward students' vocabulary mastery on eight grade students' at smp negeri 14 seluma regency academic year 2024-2025.

Keywords: Vocabulary Mastery, Digital Bamboozle Game, Quasi-Experimental, SMP Negeri 14 Seluma.

INTRODUCTION

English has become an international language used as a means of communication across countries, including Indonesia. In response to globalization and the rapid development of science and technology, mastering English has become essential, especially for the younger generation who are expected to be prepared to face future challenges. The Indonesian education system, therefore, integrates English from elementary to university level with the goal of improving

students' skills in listening, speaking, reading, and writing (Balla, 2021). However, to master these four language skills, students need to build a strong vocabulary foundation first. Vocabulary plays a crucial role in enabling learners to understand spoken or written messages and to express their ideas effectively in both oral and written forms (Delvi & Swarniti, 2020).

Vocabulary is not only a language component but also the gateway to language comprehension and production. According to Berta (2020), even if students have good grammar or pronunciation, they will not be able to communicate meaningfully without sufficient vocabulary. Manda et al. (2022) also highlight that vocabulary supports students in all language skills: speaking, writing, listening, and reading. In listening, students need to know the words to understand what is being said; in speaking, they need vocabulary to convey meaning; in reading, they must comprehend the words in the text; and in writing, they need to select appropriate words to express their thoughts. Vocabulary mastery enables students to access information, participate in academic discourse, and build confidence in using the target language. Therefore, it is essential that vocabulary acquisition be prioritized in English learning, particularly at the junior high school level, where students begin to develop more advanced language abilities (Rusmiati et al., 2024).

Despite the importance of vocabulary, many students still struggle to master it. Based on a classroom observation conducted by the researcher on October 13, 2024, at SMP Negeri 14 Seluma, it was found that the vocabulary proficiency of eighth-grade students remained low. According to an English teacher at the school, students' vocabulary scores frequently fall below the Minimum Completeness Criteria (KKM) of 72. Some students find it difficult to memorize new words, while others lack interest in studying vocabulary due to the perception that English is a difficult subject. Moreover, the teacher stated that the school lacked supporting facilities, and that she still used traditional teaching methods such as lecturing and discussion without any interactive media. As a result, students often feel bored during English lessons, leading to a decline in motivation and learning outcomes.

The lack of variety in teaching methods is one of the reasons why students do not enjoy learning English. According to Ananda et al. (2023), the use of innovative media in the classroom can increase students' enthusiasm for learning. Digital media, in particular, can create a more engaging learning environment. Ramadhania and Adnan (2022) emphasize that learning media plays an essential role in motivating students, making material easier to understand, and helping teachers deliver lessons more effectively. The use of appropriate media can have psychological benefits, such as fostering new interests and encouraging student participation.

In this context, one digital learning tool that can be utilized is the Baamboozle game. Baamboozle is a web-based educational game that allows teachers to create or select ready-made quizzes for classroom use. The platform is interactive, requires no student login, and features various question formats, including vocabulary questions paired with images or animations (Sakdiyah et al., 2024). Sáez and Espinoza (2023) note that this game-based approach can make learning more enjoyable and less stressful for students, increasing their motivation to learn and helping them retain new words. Rahayu and Rukmana (2022) explain that Baamboozle supports collaborative learning, as students are divided into teams and encouraged to discuss answers together, making vocabulary acquisition more dynamic and meaningful.

Several studies have demonstrated the benefits of Baamboozle for language learning. Wulandari et al. (2024) found that the use of Baamboozle improved student engagement in vocabulary classes. Maskana et al. (2024) also observed that this game-based approach enhanced student motivation and understanding of learning materials. Sulaiman (2022) reported that Baamboozle increased students' participation and made learning more fun in English classrooms. These findings suggest that Baamboozle can be a valuable tool in addressing the limitations of conventional teaching methods and can help overcome the challenges of vocabulary instruction.

Given the issues identified in the preliminary study and supported by previous research, the researcher believes that the digital Baamboozle game has the potential to improve students' vocabulary mastery. Through interactive and competitive gameplay, students can learn vocabulary in a more enjoyable way. Baamboozle also allows for repetition and reinforcement, which are essential for vocabulary retention. The researcher aims to explore whether the use of this digital tool significantly affects students' vocabulary mastery outcomes at SMP Negeri 14 Seluma. It is expected that the results of this study will provide insights for English teachers in selecting effective teaching media and contribute to the development of vocabulary teaching strategies in secondary education. The research problem in this study is derived from several observations: (1) students' vocabulary mastery is still limited; (2) students lack motivation to learn vocabulary; (3) teaching media used in the classroom lacks variety; and (4) the teaching methods are still traditional due to limited school facilities. To narrow the scope, the research focuses on the implementation of digital Baamboozle games and their effect on students' vocabulary mastery, particularly in the eighth grade at SMP Negeri 14 Seluma during the 2024–2025 academic year.

The main research question formulated is: Is there any significant effect of using the digital Baamboozle game on students' vocabulary mastery? Correspondingly, the objective of this study is to determine whether the use of Baamboozle games significantly effect toward vocabulary mastery among eighth-grade students. The research is expected to contribute meaningfully to the field of English language teaching. For teachers, it offers an alternative method for vocabulary instruction using digital games. For students, it provides a fun and interactive learning experience that can increase their engagement and motivation. For future researchers, it serves as a reference for conducting similar studies involving educational games in language learning. Key terms used in this study include: (1) Baamboozle game, defined as a web-based quiz platform used for game-based learning in the classroom (Rahayu & Rukmana, 2022); (2) Vocabulary mastery, referring to students' ability to understand, recall, and use vocabulary accurately and appropriately in communication (Nurhayati, 2024); and (3) Junior high school students, those typically aged 12 to 15 years who are in the early stages of secondary education and require effective strategies for language learning (Burhan Nurgiyantoro, 2020).

METHODOLOGY

This study employed a quantitative research method with a quasi-experimental design, which is appropriate when researcher aim to test hypotheses and examine the cause-and-effect relationships between variables in educational settings. According to Creswell (2023), quantitative research is a structured approach used to test objective theories by collecting numerical data and performing statistical analyses. This type of method allows researcher to identify significant patterns and make generalizations based on measured variables. The quasi-experimental design used in this study involved two groups: an experimental class and a control class. Unlike true experiments that require random assignment, quasi-experiments allow researcher to work with pre-existing groups, which is often more practical in school settings where classes have already been established (Stratton, 2019).

The study was conducted at SMP Negeri 14 Seluma, located in Karang Anyar Village, Semidang Alas Maras Subdistrict, Seluma Regency, Bengkulu. The research was carried out during the academic year 2024–2025. The choice of this location was based on the accessibility and willingness of the school to cooperate with the researcher. The population in this study consisted of all eighth-grade students at SMP Negeri 14 Seluma, totaling 152 students divided into five classes (8A–8E). The sampling technique employed was purposive sampling, in which the researcher and teacher selected two classes based on specific considerations such as the students' participation levels and their prior English performance. As a result, Class VIII E was

assigned as the experimental group, and Class VIII D served as the control group, with 30 students in each class (Sugiyono, 2019).

In terms of variables, the independent variable in this research was the use of the digital Baamboozle game as a teaching medium, while the dependent variable was students' vocabulary mastery. The operational definition of the digital Baamboozle game in this context refers to a web-based quiz platform that enables teachers to deliver vocabulary lessons in an interactive and engaging manner (Luke Edwards, 2024). Vocabulary mastery is defined as students' ability to understand and use a range of English words correctly and effectively, both in oral and written communication (Wahyudi et al., 2021).

Data collection in this study was conducted through vocabulary tests, which consisted of pre-tests and post-tests. The pre-test was administered to both the control and experimental groups before the treatment began, aiming to measure the students' initial vocabulary knowledge. After the experimental group received treatment using the Baamboozle game during the learning process, a post-test was administered to both groups to evaluate the students' vocabulary mastery. Each test consisted of 27 multiple-choice questions that had previously been validated through a tryout in a different class (Magdalena et al., 2021).

The treatment in the experimental class involved the application of the digital Baamboozle game during English vocabulary lessons. This activity was designed to create a fun and competitive environment where students learned vocabulary through team-based quizzes and visual prompts provided by the game. The researcher acted as a facilitator, guiding students through the game and ensuring they understood the vocabulary being presented. This approach aligns with the findings of Sulaiman (2022), who stated that digital games like Baamboozle can enhance student engagement and vocabulary acquisition through interactive and collaborative learning.

To analyze the data, the researcher used descriptive statistics and inferential statistics, including t-tests and f-tests, to compare the mean scores of the pre-test and post-test between the two groups. These statistical tools allowed the researcher to determine whether the observed differences were statistically significant. According to Mohajan (2020), statistical analysis in quantitative research is crucial for validating hypotheses and drawing accurate conclusions from the data. In summary, this methodology was designed to explore the impact of the digital Baamboozle game on vocabulary mastery among eighth-grade students. By comparing students' test scores before and after treatment, the researcher aimed to determine whether the use of an interactive game-based learning platform could significantly improve vocabulary outcomes in a formal educational setting. The methods chosen ensure the reliability and validity of the findings and contribute meaningfully to the field of language learning research.

RESULT AND DISCUSSION

This chapter presents the results of the research and discussion about the effectiveness of using digital Bamboozle games to enhance vocabulary mastery among students. The data in this study were obtained through a research process conducted by the researcher from March 6, 2025, to April 6, 2025. Four meetings were conducted for the experimental group using the digital Bamboozle game, which consisted of 30 students (14 females and 16 males).

In the first meeting on March 8, 2025, students learned simple adjectives such as big, small, pretty, slow, and angry through interactive Bamboozle games. On March 10, 2025, students used Bamboozle to understand the meaning and function of common English verbs. The third meeting on March 15, 2025, focused on learning verb patterns through game-based practice questions. Finally, on March 20, 2025, students took a Bamboozle quiz to reinforce their understanding of nouns and adjectives after a brief explanation by the teacher.

Before each face-to-face session, students were given short videos and vocabulary lists to study independently. During class, Bamboozle was used as an interactive quiz platform where students were divided into four groups to compete in answering questions. Each correct answer added to the group's score, creating a fun and challenging learning atmosphere. This approach also allowed students to discuss, ask questions, and receive immediate feedback. The teacher played an essential role in providing clarification when needed.

a. Experimental Class Results

Data were collected through pre-test and post-test assessments from classes VIII D and VIII E. The pre-test measured initial comprehension, while the post-test assessed final understanding after treatment. The experimental class (VIII E) results are shown in Table 13:

- 1) Total pre-test score: 1984
- 2) Average pre-test score: 66.13
- 3) Minimum pre-test score: 51
- 4) Maximum pre-test score: 77
- 5) Total post-test score: 2596
- 6) Average post-test score: 86.53
- 7) Minimum post-test score: 66
- 8) Maximum post-test score: 100

There was a significant increase in average scores from pre-test to post-test (66.13 to 86.53), indicating the positive impact of using Bamboozle in vocabulary learning. The lowest score increased from 51 to 66, and the highest rose from 77 to 100. Even students with low initial scores showed noticeable improvement. The bar chart in Figure 11 illustrates this improvement, with most students showing moderate to significant score increases. Although one student experienced a slight decrease, the majority improved, affirming the method's effectiveness.

b. Control Class Results

The control class (VIII D), which did not use Bamboozle, also took pre- and post-tests. The results are in Table 14:

- 1) Total pre-test score: 1949
- 2) Average pre-test score: 64.96
- 3) Minimum pre-test score: 55
- 4) Maximum pre-test score: 73
- 5) Total post-test score: 2132
- 6) Average post-test score: 71.06
- 7) Minimum post-test score: 51
- 8) Maximum post-test score: 85

The average increase was modest (64.96 to 71.06). Some students improved, others remained stagnant, and a few declined. The bar chart in Figure 12 confirms that the improvement in the control class was uneven and less significant compared to the experimental class.

1. Normality Test

Normality was tested using the Shapiro-Wilk method. For the experimental class:

- a. Pre-test significance: 0.063
- b. Post-test significance: 0.243

For the control class:

- a. Pre-test significance: 0.115
- b. Post-test significance: 0.054

All values are above 0.05, indicating normally distributed data.

2. Homogeneity Test

The Levene test results for homogeneity:

- Pre-test significance: 0.479
- Post-test significance: 0.584

Both values are > 0.05 , confirming homogeneity of variances between the groups.

3. T-Test

The independent samples t-test compared post-test scores:

- Experimental class mean: 86.53 (SD = 8.207)
- Control class mean: 71.07 (SD = 7.939)
- t-value: 7.419
- Significance (2-tailed): 0.000

Since the significance is < 0.05 and t-value $>$ t-table (1.672), the Bamboozle game significantly improved vocabulary mastery.

4. F-Test

An ANCOVA-based F-test showed:

- F-count: 55.039 (greater than F-table value of 4.00)
- Partial Eta Squared: 0.487

Table 1. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: Nilai Posttest						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3588.267 ^a	1	3588.267	55.039	.000	.487
Intercept	372566.400	1	372566.400	5714.612	.000	.990
Kelas	3588.267	1	3588.267	55.039	.000	.487
Error	3781.333	58	65.195			
Total	379936.000	60				
Corrected Total	7369.600	59				

This indicates that 48.7% of the variation in post-test scores can be explained by the difference in teaching methods. According to Cohen's guidelines, this is a moderate effect. The Bamboozle game effectively enhanced students' vocabulary mastery. Students in the experimental class outperformed those in the control class, with higher average gains and more consistent improvements. The game-based approach fostered active participation, collaboration, and motivation, leading to better learning outcomes. Statistical tests confirmed the significance and reliability of the findings, supporting the integration of digital learning tools in vocabulary mastery.

Based on the results of data analysis in class VIII students of SMPN 14 Seluma, it was found that the use of digital Bamboozle game has a significant positive effect on students' vocabulary mastery, especially in the experimental class. Data was obtained through the implementation of pre-test and post-test in both classes, namely experimental class and control class. The results showed that the average score of students in the experimental class increased from 66.13 in the pre-test to 86.53 in the post-test, showing an average increase of 20.4 points. Then, the control class with conventional methods only experienced a smaller increase from 64.96 in the pre-test to 71.06 in the post-test, or an average increase of 6.1 points. This result is supported by Brown's interactive learning theory which suggests that learning will be more effective if it is interesting and student-centered (Brown, 2015). Bamboozle game, as an interactive and digital-based platform, has an effect on students' vocabulary mastery. In this study, the vocabulary categories were used based on the classification proposed by (Thornburry, 2024), namely *word classes*. *Word classes* is a term used to categorize words based on their function and role in the sentence. The word class categories referred to in this study included nouns, pronouns, verbs, adjectives, adverbs, and prepositions. The use of these categories was intended to make the measurement of students' vocabulary mastery more systematic and to cover the main aspects of English usage. Then, it can be seen from the even distribution of score improvement in the experimental class, where even low-achieving students showed significant progress. In addition, the data also showed that in the experimental class, the lowest post-test score increased to 66 and the highest reached 100, while in the control class the range was narrower and less consistent, from a low of 51 to a high of 85. Therefore, the results show that students who learned using the digital Bamboozle game obtained higher scores compared to students who learned without the media. The effectiveness of the Bamboozle Game in this study shows that incorporating technology and games into language teaching can be a valuable strategy in junior high school. Teachers are encouraged to explore interactive media to create a more engaging learning environment, especially in vocabulary learning.

To determine the significance of these differences, researcher conducted hypothesis analysis using statistical tests through the SPSS program with a significance level of 5% (0.05). Based on the t-test results, the t-count value of 7.419 is greater than the t-table of 1.672, with a significance value (2-tailed) of $0.000 < 0.05$. This indicates that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant effect on students' vocabulary mastery using the digital bamboozle game. Based on the previous explanation, the researcher concluded that the use of digital Bamboozle game has a significant effect on students' vocabulary mastery, especially at SMPN 14 Seluma.

Following a normality test utilizing SPSS, the findings indicated that the pre-test and post-test data for both the experimental and control groups were normally distributed. The Lilliefors calculation value, significantly smaller than the table value of 30, clearly demonstrates this. The pre-test score for the experimental group is 0.063, whereas for the control group it is 0.115. The post-test score for the experimental group is 0.243, while for the control group it is 0.054. The results indicate that the data included in this investigation are regularly distributed. Moreover, the homogeneity test revealed that the experimental and control classes constituted homogeneous data groupings. The findings of the pre-test significance test between the control and experimental classes indicate a value of 0.479, exceeding 0.05, while the post-test significance test yielded a value of 0.584, exceeds 0.05. Consequently, it can be inferred that both data sets are homogeneous.

The test results align with studies by Putri Amelia Amanda, which stated that data analysis indicated the usage of bamboozle games as an educational medium positively impacted students' vocabulary proficiency. The findings of this study indicate that the paired sample t-test yielded a significant value of 0.000, which is less than 0.05, hence leading to the acceptance of H_a and the rejection of H_0 . The bamboozle game is beneficial for vocabulary acquisition in

Class VIII at SMP Negeri 3 Brebes during the 2023/2024 academic year. We can conclude that educators can effectively implement the digital bamboozle game for vocabulary acquisition.

The results of Fatma, Dian, Nita's research entitled "The Effectiveness of Baamboozle to Escalate Seventh-Grade Students' Vocabulary Learning Outcomes" showed that the Bamboozle application significantly increased vocabulary acquisition. The paired sample t-test analysis resulted in a Sig. (This statistical evidence substantiates the adoption of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). This study found that the Bamboozle application greatly improved seventh-grade students' vocabulary learning related to descriptive texts in class VII-5 at SMPN 4 Blitar.

Finally, researcher Widya Natahsyah Daulay. The t-test result is higher than the t-table ($29.514 > 2.048$). The results of this study say that there is a significant effect of the Bamboozle game for teaching vocabulary mastery in eighth grade students of Pesantren Darusshoufiyah An-Nakasabandi.

CONCLUSION

Based on the results of the research, it can be concluded that the use of the digital Bamboozle game has a significant effect on students' vocabulary mastery, particularly for eighth-grade students at SMPN 14 Seluma. This conclusion is drawn from a comparison between the experimental class, which utilized the Bamboozle game in the learning process, and the control class, which did not. The experimental class showed a minimum average score of 66.13 and a maximum score of 86.53, while the control class scored between 64.96 and 71.06. Statistical analysis using SPSS version 28 revealed that the F-count value was 55.039, which is much higher than the F-table value of 4.00, and the significance level was 0.000—far below the 0.05 threshold. This indicates a statistically significant difference between the two groups. Observations during the teaching process further supported these findings. Students in the experimental group were more enthusiastic, active, and engaged in the learning process. The integration of the Bamboozle game created a more enjoyable and interactive atmosphere, reducing boredom and increasing motivation. The competitive nature of the game encouraged students to pay more attention and participate actively, making it easier for them to memorize new vocabulary. The improvement in the experimental class can be attributed not only to the use of the digital game but also to the positive and supportive classroom environment it fostered. This study implies that using interactive digital media like Bamboozle can make vocabulary learning more effective and enjoyable. Therefore, teachers are encouraged to explore and implement engaging digital tools that suit students' characteristics and learning needs in the digital era. Schools and policymakers should also consider investing in digital infrastructure and teacher training programs to support the integration of such tools. Furthermore, this research opens opportunities for future studies on the application of digital games in other language learning aspects or educational levels, making Bamboozle a promising and innovative media in modern language education.

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