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## **The Use of Baamboozle as a Learning Media in Improving Students' English Vocabulary**

**Mastery at SMA Negeri 2 Parepare**

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### **ABSTRACT**

This study explores the effectiveness of Baamboozle, a game-based digital learning platform, in improving English vocabulary mastery among Grade XI students at SMA Negeri 2 Parepare. Triggered by the observation that many students struggle with limited vocabulary due to monotonous and passive instructional methods, this quasi-experimental research aimed to investigate whether Baamboozle can serve as an engaging alternative to traditional learning media.

Employing a quantitative method with pre-test and post-test control group design, the study involved two groups: an experimental class using Baamboozle and a control class using Wordwall. Results demonstrated a significant increase in the vocabulary performance of students in the experimental group (mean post-test score = 89.78) compared to the control group (mean post-test score = 62.82). The findings confirm that Baamboozle significantly enhances vocabulary retention, student engagement, and learning outcomes.

**Keywords:** Baamboozle, Vocabulary Mastery, Learning Media, Game-Based Learning, English Language Teaching

## INTRODUCTION

The globalization era demands students possess strong English language skills, particularly vocabulary mastery. English has become essential in technology, communication, and global collaboration. As one of the international languages, English serves as a bridge in accessing knowledge, building networks, and competing in the global workforce. Vocabulary, being a fundamental aspect of language acquisition, plays a key role in enabling learners to understand texts, communicate ideas, and engage in meaningful interaction.

Despite its importance, many students at SMA Negeri 2 Parepare still consider English to be a difficult and intimidating subject. This perception is largely due to the predominance of traditional teaching methods that rely heavily on lectures and memorization. Such approaches often result in passive learning, decreased motivation, and poor retention of vocabulary. Consequently, students are unable to apply new words in practical contexts, leading to limited progress in their language development.

To overcome this problem, educators are encouraged to adopt innovative teaching tools that not only deliver content but also foster an enjoyable and participatory learning environment. Baamboozle, a digital game-based learning platform, offers a solution through its interactive design, competitive elements, and visual stimuli that appeal to students' interests. By incorporating Baamboozle into vocabulary instruction, teachers can promote greater student engagement, increase learning motivation, and enhance vocabulary mastery. This study aims to examine the effectiveness of Baamboozle in addressing these issues and contributing to improved English learning outcomes.

## METHODE

This research employed a quantitative approach using a quasi-experimental method with a pre-test and post-test design involving a control group. The participants consisted of 46 students from Grade XI at SMA Negeri 2 Parepare, divided into two classes: an experimental class (n=23) and a control class (n=23). The experimental class received treatment using Baamboozle as the learning media, while the control class was taught using Wordwall, another interactive but less

gamified tool. Both classes were taught the same vocabulary material to maintain content consistency.

The research procedure included administering a pre-test to both classes to measure students' initial vocabulary mastery. Following the pre-test, the experimental group underwent four treatment sessions using Baamboozle during their English lessons. Each session lasted approximately 80 minutes and focused on interactive vocabulary exercises involving team-based games, scoring, and real-time feedback provided by the platform. In contrast, the control group received similar material through more traditional interactive methods without the game-based dynamics of Baamboozle.

After the treatment period, a post-test was administered to both groups using the same vocabulary test as in the pre-test. The test consisted of 25 multiple-choice items covering various vocabulary aspects such as meaning recognition, contextual usage, and synonyms/antonyms. The scores were then analyzed using statistical methods to determine the effectiveness of the intervention. The main statistical tools used included descriptive analysis and independent sample t-tests to compare the mean scores and assess the significance of differences between the groups.

To ensure validity and reliability, the test instrument was reviewed by two English language education experts. Ethical considerations were also maintained, with informed consent obtained from all participants and permission granted by the school principal for conducting the research activities within class hours.

## **FINDING AND DISCUSSIONS**

Pre-test results indicated no significant difference between the groups (mean score: experimental = 64; control = 44.73). However, the post-test showed a notable increase in the experimental group (89.78) versus the control group (62.82). The calculated t-test for post-test scores (4.04) exceeded the critical value (1.72), confirming a significant improvement due to the intervention.

The data revealed that students who were taught using Baamboozle exhibited better retention and recall of new vocabulary words. In addition, their ability to use vocabulary in

appropriate contexts improved significantly. Classroom observations further supported these results, showing that students in the experimental group were more engaged, collaborative, and enthusiastic during learning activities. Many students reported that the competitive and interactive nature of Baamboozle made them more focused and motivated to participate.

Furthermore, the results highlight that incorporating digital game-based media can effectively bridge the gap between technology and pedagogy. While the control group using Wordwall also showed improvement, the progress was not as substantial, suggesting that the unique features of Baamboozle—such as real-time team play, randomized questions, and immediate feedback—played a crucial role in enhancing the overall learning experience.

## CONCLUSION

Baamboozle proved to be an effective media for improving English vocabulary mastery. Its game-based features create a more dynamic and enjoyable learning environment, increasing both performance and motivation. The significant differences in test results between the experimental and control groups reinforce the value of integrating interactive digital tools into the classroom. In addition to improved test performance, students exposed to Baamboozle developed stronger collaboration skills, greater confidence in expressing ideas, and a more positive attitude toward learning English. These findings indicate that Baamboozle does not only improve language proficiency but also cultivates essential 21st-century skills. It is recommended that educators integrate Baamboozle into their teaching strategies, especially for vocabulary-focused instruction. Teacher training programs should also consider including digital gamification strategies to equip educators with the skills needed to facilitate modern learning environments. Future research could explore its application across different language skills, subjects, and educational levels, as well as long-term impacts on student achievement and engagement.

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